



Programme of Exercises

AT THE



OI

JAMES C. WELLING, LL. D.,

AS PRESIDENT OF COLUMBIAN COLLEGE,

WASHINGTON, D. C.,

AT THE

CONGREGATIONAL CHURCH,

Corner Tenth and G Streets,

MONDAY EVENING, NOVEMBER 6, at 7 o'clock.

1871.



Judd & Detweiler, Printers.









1. MUSIC.

2. Prayer - Rev. JAMES H. CUTHBERT

3. Address - - - Rev. GEORGE W. SAMSON

4. Original Ode, (written for the occasion) - By Rev. STEPHEN P. HILL Tune, "America."—(Sing first four and last stanzas.)

I.

"LET THERE BE LIGHT!" God said-;—
And light o'er earth was spread
In beauteous blaze;—
The darkness fled away
Beneath each new-born ray;
Then burst the cheerful day
In kindling praise.

II.

The stars of morning sang
And angel-voices rang
In swelling song;—
Nature with charms untold,
Arrayed in green and gold
With rapturous anthems rolled
The joy along.

III.

So when Truth's rays illume
Night's reign of moral gloom,
A kindred strain
Breaks forth with Freedom's flood
In glorious brotherhood;
And God pronounces good
His work again!

IV.

Thus we would seek to raise
Our notes of fervent praise
With one accord
Around this Altar-fire,
And lift its radiance higher
Midst mingling voice and lyre,
Before the LORD.

Our fathers long ago
For Him, its cherished glow
Enkindled here.
O! may his kind displays
Vouchsafed in former days,
With yet more favoring rays
To us appear!

VI.

Knowledge shall still increase,
And righteousness and peace,
Beneath His sway,
Whose Light and Truth supreme
Like Morning's gladdening beam
Shall still ascending gleam
To perfect day!

VII.

Let Learning lend its aids
And in these sacred shades
Its fruits disclose:—
While culture's fostering care
The germs of Mind prepare
And bid each promise there
Bloom as the rose!

VIII.

FATHER OF LIGHTS! to thee
Our eyes still lifted be;—
Establish thou
This consecrated shrine
With favors all divine;—
O! let Thy beauty shine
Upon it now!

- Presentation of Keys
 President of the Board.
- 6. Inauguratory Address - BY THE PRESIDENT ELECT
 7. MUSIC. 8. DOXOLOGY.
 - 9. BENEDICTION.

ANNUAL EXHIBITION

COF THE

Preparatory Department

Columbian Gollege,

ON MONDAY EVENING, JUNE 24th, at Half-past Seven o'clock.

TRDER OF EXERCISES.

PRAYER.

SINGING—Original Ode James M. Clark, Frank Fuller, Wm. B. Frisby, Arthur R. Weston.
SalutatoryTheo. W. Noyes
The last the Towns of Cons
Fall of the Temple at Gaza
John Maynard Edwin C. Brown
The Doctor in Spite of HimselfEd. C. Blunt, Frank Clendennin,
Randolph C. Hyatt, Wm. B. King, Arthur R. Weston,
James P. Wise.
SINGING-" When Midsummer Suns" By the Quartette
Selection from Knickerbocker's New York A Reading
by Lucius M. Cuthbert.
Civil WarTheo. W. Noyes
Death of Baron Grimalkin Wm. S. Parks
Language Frank Fuller
Selection from King Henry IV Ed. C. Brown,
Frank Clendennin, Wm. B. Frisby, Frank McClelland.
Singing—" Integer Vitæ"
Fate of McGregor
Selection from EverettClifton Mayfield
Defence of MeagherJames M. Clark
More HullaballooJno. C. S. Richardson
A Debate By Ed. C. Brown, James M. Clark, A. H. W. Clum,
Lucius M. Cuthbert, Chas. W. Flint, Frank Fuller,
William S. Parks.
Valedictory By Wm. B. Frisby
Song-UpideeBy the School
4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4

Conferring Certificates and Prizes.

Song-Music in the Air......By the School DISMISSION.

MARSHATS.

T. H. TRUMBULL, CLARENCE McCLELLAND, CLARK A. BEATTY, WILLIE M. DOUGAL. FRANK MILLER, THOS. D. WATERS, BEN. G. POOL.



A Committee of the Trustees will, on the 25th of June instant, report to the College Corporation, for its action, the following

Ordinances & By-Laws of the Columbian College, IN THE DISTRICT OF COLUMBIA.

The Officers of the Corporation shall consist of— President;

A Vice-President:

A Secretary and Treasurer;

An Executive Committee of three Trustees;

An Auditing Committee of two Trustees;

A Committee on the Preparatory School of three Trustees;

A Committee on the College proper of three Trustees;

A Committee on the Law School of three Trustees; and

A Committee on the Medical School of three Trustees.

These officers shall be elected from the Trustees of the College by ballot, at the annual meetings of the Corporation, and shall hold their offices for the term of one year, and until their successors are elected and qualified; the ballots of a majority of the voters present and voting at such meetings being necessary to an election.

Any vacancy in either of said offices, in the Faculty of the College, or of any of its Schools, or in the Board of Trustees and Overseers, that may occur between said annual meetings, may be temporarily filled by the Trustees, at any duly-notified meeting of the Board of Trustees, by the ballots of a majority of Trustees present and voting at such meeting.

Powers and Duties of the Officers of the Corporation.

1.—President.

The President, when present, shall preside at all annual or other meetings of the Corporation, and at all meetings of the Board of Trustees, with the powers ordinarily bestowed upon the presiding officers of deliberative assemblies.

2.—Vice-President.

In the absence of the President, his powers and duties shall devolve upon the Vice-President, and in the absence of both these officers, upon a Chairman, who shall then be chosen for that purpose.

3.—The Secretary and Treasurer

shall, as Secretary, notify all meetings of the Corporation, of the Trustees, and of the Executive Committee; shall keep a record of all business transacted at those meetings; shall issue all notices to committees and others, conduct the correspondence of the Corporation and Executive Committee, and have the custody of their files and records, except as herein otherwise provided.

Before entering upon his duties, he shall give bond in the sum of ten thousand dollars for the faithful performance of all his duties as Treasurer, with two or more securities to the satisfaction of the Auditing Committee, which bond shall be deposited with, and safely kept by, the President of the Corporation.

He shall hold the seal of the Corporation, and affix impressions of the same to all diplomas, deeds, and other papers requiring such impression, conformably to these ordinances, and to votes of the Corporation, of the Board of Trustees, or of the Executive Committee.

The seal shall remain the same that has been heretofore used by the Corporation.

He shall have the custody of the plates from which are printed the College diplomas, and shall cause such diplomas to be printed, engrossed, and sealed, as may be directed by the Trustees or by the Corporation.

He shall, as Treasurer, collect, and keep deposited in some safe bank or banks, and disburse all rents, interest, dividends, and moneys due to the Corporation; shall keep full and clear accounts of all such collections, deposits, and disbursements; shall make and keep complete accounts and schedules of all the property and estate of the Corporation; shall render to the Trustees, at their quarterly, semi-annual, and annual meetings, and whenever else called upon by the Trustees, full accounts of all his acts as Treasurer, which said accounts shall have been previously submitted to, and audited by, the Auditing Committee, and shall keep the various buildings and other property of the Corporation insured as the Trustees may direct.

5.—Executive Committee.

The Executive Committee shall, subject to the direction of the Board of Trustees, have the control and management of the property and business affairs of the College, and shall perform all such other duties as may be imposed upon it by the Board of Trustees.

5.—Auditing Committee.

The Auditing Committee shall carefully examine all the Treasurer's accounts and vouchers, and endorse upon said accounts the result of their examination, before such accounts are reported to the Board of Trustees.

6, 7, 8, 9.—Other Standing Committees.

The other standing committees shall perform such duties as may be required of them by the Board of Trustees.

MEETINGS OF THE CORPORATION.

The annual meeting of the Corporation shall be held in the city of Washington, at 12 M., on the Tuesday next before the last Wednesday in June; notices of which meeting shall be given in writing, through the post office, by the Secretary, to every Overseer and Trustee, at least one week before the day of meeting.

Upon the written application of seven Overseers, or of seven Trustees, addressed to the President of the Corporation, a special meeting of the Corporation shall be called upon such notice as is above specified for the annual meeting, for the transaction of such business only as may be specified in the notice.

The Corporation, at its annual meeting, shall take such action as it may deem needful in the election of President and Faculty of the College and its Schools, and in regard to any and all matters affecting the interests of the Corporation.

MEETINGS OF THE TRUSTEES.

Once in each quarter-year, viz, on the third Wednesday of March, June, September, and December, there shall be a regular meeting of the Board of Trustees for the transaction of such business as may be lawfully brought before the meeting.

Special meetings of the Trustees may be called whenever the President of the Corporation may direct, at which meetings only such business shall be transacted as may be specified in the notice.

All meetings of the Trustees shall be notified by the Secretary, by letter to each Trustee, mailed not less than two secular days before the meeting.

Quorum.

In all cases not herein otherwise provided, a majority of the persons entitled to attend and vote shall constitute a quorum for the transaction of business. A smaller number may adjourn any meeting.

SALES OF LAND AND OTHER PROPERTY.

No further sale of city lots, or any other lands or property whatever belonging to the Corporation, shall be made except upon the order of the Corporation, or upon, and in pursuance of, a vote of the Board of Trustees, which Board may, upon the written recommendation of the Executive Committee, approved by the President and Treasurer of the Corporation, direct such sale of lands, or other property, at such prices and upon such terms and conditions as said Board may deem expedient; but no such yote of said Board for such sale shall take effect except it be passed at a Board meeting at which nine or more Trustees were present and voting.

INVESTMENT AND DISBURSEMENT OF FUNDS.

All moneys received by the Treasurer, except such as are needed for the current expenses of the College, shall be invested or disbursed by him, under the direction and instruction of the Board of Trustees; and no investment or reinvestment of such funds shall be made except under such direction and instruction.

COMMENCEMENT AND EXHIBITIONS.

On the last Wednesday in June, at such place in Washington as the Trustees may direct, and at 11 o'clock A. M., shall be held, under the direction of the President of the College proper, the graduating exercises of the College, of the Law School, and of the Medical School; on which occasion shall be read, recited, or delivered such orations or other papers, by the graduates or prize members of said departments of instruction, as the President of the College proper, in accordance with the votes of the several corps of instruction in those departments respectively, may direct, and at which shall be publicly awarded all diplomas, prizes, and certificates conferred in either of said departments.

No persons, except such as are designated by the President of the College proper, shall take part in the exercises of Commencement.

The various terms or periods of instruction, and of awarding diplomas, certificates, and prizes, shall be so adjusted by said President as to secure the accomplishment of the above specified purpose.

The annual exhibition of the Preparatory School shall occur on the evening before Commencement.

DIPLOMAS AND CERTIFICATES.

All diplomas and certificates of scholarship bestowed upon graduates from the College, or any of its Schools, or upon any other person, shall be signed only by the President of the College Faculty, and countersigned by the Secretary of the Corporation, and shall be given to such persons only as shall be nominated by the several and respective faculties of instruction, through said President, to the Board of Trustees, and by that Board approved, or to such others as said Board may designate.

The only charge made for any diploma shall be such sum as the Treasurer may assess therefor as the actual cost of said diploma.

Curriculum.

The present course of instruction in all the departments and Schools of the College shall continue, subject to such changes as may from time to time be made by the Corporation or the Board of Trustees, or with their approval.

FREE INSTRUCTION TO CHILDREN OF PROFESSORS AND OTHER TEACHERS.

No tuition fee shall be charged for the instruction of the children of any professor or teacher connected with this College or any of its Schools whose salary is less than \$2,000 a year.

THE FACULTY.

The present corps of instruction, at the present rate of salary, shall be continued until the Board of Trustees shall otherwise direct, and may be increased by the Trustees, subject to the approval of the Corporation.

NAMES OF THE COLLEGE AND ITS SCHOOLS.

The names of the several departments of instruction shall be as follows, viz:

The Preparatory School of Columbian College.

The Columbian College.

The Law School of Columbian College.

The Medical School of Columbian College.

And no other name or title shall be used by the corps of instructors in these departments.

Admission of Scholars.

Any person, male or female, of good moral character, who is, on examination, found qualified, shall be admitted to any of the several departments of instruction of this College.

College Laws.

All students connected with the College, or any of its Schools, shall be subject to such rules as may be established by the Faculty, with the approval of the Board of Trustees.

PRELIMINARY CATALOGUE

OF

LIBRARY OF COLUMBIAN COLLEGE, AUGUST 13, 1871.

JUDD & DETWEILER, Printers, Washington, D. C.

PRELIMINARY CATALOGUE

OF

LIBRARY OF COLUMBIAN COLLEGE,

AUGUST 13, 1871.

SECTION A.

Old Testament, Hebrew.		London,	1817
Edited by A. M	McIntosh.	"	1821
•		"	1820
Bible, Hebrew. Edited by Meisner.		Halle,	1818
,	nonis, 2 copies		1767
13 copies.	, .	"	1822
Henrici La	urentii. A	msterdam,	1636
2 vols.		New York,	
Polyglott Psalter.			
Sanscrit Pentateuch			
Psalms, Hebrew. Edited by F. Hare.	. Cambrio	dge, Mass.,	1809
Bible, Hebrew.		Halle,	1819
Old Test. Apocrypha. Edited by W	m. Augustus.	Lipsiae,	1804
New Testament. Syriac.		London.	1816
Gospels. Syriac and Latin, 1 vol.	Bi	roxbourne,	1815
Bible. Arabic.		ew Castle,	
New Testament. Arabic. (Imperfect	t.)		
Psalter. Arabic. "			
Old Testament. Greek. Edited by	Holmes and	Lambert, 3	3
vols.		Glasgow,	1822
New Testament. Greek.		Glasgow,	1822
		London,	
			1819
Edited by Be	eze. C	ambridge,	1642
Gr	riesbach, 2 vols	O ,	
	,	1796,	
	" 5 cop's. C	,	
G.	C. Knappius,		
	"		1824
New Test. Greek. Ed. by Leusden, 2	copies.		1806
Matthaei, 3	•	Vittenberg,	
2.240111101, 0	,	,	1001

New Test. Greek. Ed. by Johan. Mill, 7 cop. W	igorniae Lon 1800
I. Watts, 9 copies.	Philadelphia, 1806
J. S. Vater.	Halle, 1824
J. White, 2 vols.	Oxon, 1808
Miscellaneous, 17 copi	,
Gospel of John. Greek. E. Frederici.	New York, 1830
New Test—Criseos. Griesbachianae, White.	Oxon, 1811
New Testament—Mod. Greek.	,
	London, 1814
Old Testament—Septuagint. Franequare. New Testament—Latin. Ed. by Beze.	1709
·	London, 1806
Biblia Sacra. Hanoviae, 1 vol. Psalms—Latin and Italian. Martin.	1624
	London, 1822
Bible—Irish. Wm. Rhedel.	London, 1817
Bible—Gaelic. Earran.	Edinburgh, 1807
Testament—Irish. Vernac.	London, 1820
Bible—Welsh.	London, 1804
Bible—English.	Philadelphia, 1813
Bible. Henry's, 4 vols.	New Castle, 1792
Bible—English.	Philadelphia, 1819
	Brattleboro, 1817
Job. Trans. by T. J. Conant. American Bible	
Bible—English.	Albany, 1817
	Philadelphia, 1812
Trans. by Chas. Thompson, 4 vols., 2 c	opies. Phila., 1808
New Testament.	Philadelphia, 1783
Die Biebel.	London, 1814
Dutch Bible.	1820
French.	" 1817
New Testament—French.	" 1817
Bible—French. Ed. by De Lazy.	Paris, 1821
New Testament—French.	
	Boston, 1811
Bible—Spanish. D. S. Miguel, 2 copies.	Boston, 1811 London, 1821
Bible—Spanish. D. S. Miguel, 2 copies.	London, 1821 1817
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Bible—Spanish. D. S. Miguel, 2 copies. New Testament—Spanish. El Nuev. Testament, "P. and D. S. Miguel. Bible—Portuguese. " New Testament—Italian. Schackwell.	London, 1821 1817 Paris, 1822 London, 1819 "1820 "1816
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Bible—Spanish. D. S. Miguel, 2 copies. New Testament—Spanish. El Nuev. Testament, "P. and D. S. Miguel. Bible—Portuguese. "New Testament—Italian. Schackwell. Bible. "Martini. Danish. New Testament—Swedish. Bible—Polish. Old Testament—Judaeo-Polish. Bible—Icelandic.	London, 1821 1817 Paris, 1822 London, 1819 "1820 "1816 "1821 1819 Stockholm, 1814 Berlin, 1810 London, 1821
Bible—Spanish. D. S. Miguel, 2 copies. New Testament—Spanish. El Nuev. Testament, "P. and D. S. Miguel. Bible—Portuguese. "New Testament—Italian. Schackwell. Bible. "Martini. Danish. New Testament—Swedish. Bible—Polish. Old Testament—Judaeo-Polish. Bible—Icelandic. Gospels—Esquimaux. Un. Brethren.	London, 1821 1817 Paris, 1822 London, 1819 "1820 "1816 "1821 1819 Stockholm, 1814 Berlin, 1810 London, 1821 1747 London, 1813
Bible—Spanish. D. S. Miguel, 2 copies. New Testament—Spanish. El Nuev. Testament, "P. and D. S. Miguel. Bible—Portuguese. "New Testament—Italian. Schackwell. Bible. "Martini. Danish. New Testament—Swedish. Bible—Polish. Old Testament—Judaeo-Polish. Bible—Icelandic. Gospels—Esquimaux. Un. Brethren.	London, 1821 1817 Paris, 1822 London, 1819 "1820 "1816 "1821 1819 Stockholm, 1814 Berlin, 1810 London, 1821

Matthew-Burmese.

Matthew-Burmese.	
New Testament—Karen.	Maulmain, 1850
Bible—Assam, 5 vols.	Serampore, 1820
Armenian.	1805
New Testament-Persian. Jos. Joannem.	Petropolis. 1815
Mahratta.	•
Prophets. Bengalee.	1823
Mathew and John—Bengalee.	Calcutta, 1819
Life of King Preiteibitio—Bengalee.	1823
John's Gospel—Punjabee.	
Matthew's Gospel, Punjabee.	
Bible—Goozoratee. Serampore Missionaries, vo	ol. 5, N. T. 1820
Vikanera. ""	1820
New Testament. Singhalese.	Colombo, 1820
Gospel and Acts. Brizbassa.	001011150, 1020
New Testament. Orissa.	
New Testament. Hindoostanee. H. Martyn.	London, 1819
Matthew.	Calcutta, 1837
Matthew. Hoa.	
	London, 1816
Palapalahemolele.	Oahu, 1838
Bible. Casherick.	London, 1804
Psalms. Aethiopic, 2 copies.	1010
Bible. Malay. (Roman character.)	1821
New Testament. Malay, 1 vol.	Harlem, 1820
ODD VOLUMES.	
National Intelligencer, vols. 4-19.	
Chamber's Cyclopædia. Rees, 5 vols.	London, 1791
SECTION B.	
SHOTION B.	
Commentary on Bible. Adam Clarke, 6 vols.	London, 1810
on Old Testament. Jac. Capellus.	Amsterdam, 1689
Horae Mosaicae. G. Stanley Faber, 2 vols.	London, 1818
Commentary on Laws of Moses. Michaelis.	Translated by
Alex. Smith, 4 vols.	London, 1814
Hexapla in Leviticum.	London, 1631
Commentary on Numbers. Bishop of Ely.	London, 1699
Song of Songs. F. Williams.	Philadelphia, 1803
Exposition of Song of Solomon. J. Durham.	Glasgow
Exposition of Job. Jos. Caryl.	London, 1665
	London, 1651
Translation of Psalms. Wm. Green.	Cambridge, 1762
Selections from Horne on Psalms. Lind. Murr	ay. York, 1812
Exposition of 113th Psalm. John Owen.	London, 1828
Lectures on Ecclesiastes. Ralph Wardlaw.	Philadelphia, 1822
Decidies of Deciestastes. Traiph waldaw.	i iliadelpilia, 1022

London, 1823

Observations on Prophecies. Jos. Eyre.

Dissertation on Prophecies. G. S. Faber, 1 vol., 2	copies, N. Y., 1811
Key to Prophecies. Alex. Frazer.	Philadelphia, 1802
Dissertation on Prophecies. Ethan Smith, 2 copi	es. Boston, 1811-14
Prophecy. Jos. Towers, 2 vols.	Philadelphia, 1808
Hebrew Prophets.	London, 1822
Commentary on Isaiah, (old.)	
Lectures on Daniel. F. A. Cox.	New York, 1836
Essay on Zacharias. H. Venn.	London, 1819
Prophetæ Duodeciminores. Joh. Coccejo.	" 1652
Temple of Solomon, ill. (Old.)	1002
rempte of goldmon, in: (old.)	
Paraphrase of New Testament. H. Hammond.	London, 1659
Clavis New Testament. M. C. A. Wahl, 2 vols.	Leipsic, 1822
Key to Gospels. J. L. Skinner.	Washington, 1831
Paraphrase of Evangelists. Samuel Clarke, 2 vo	
Synopsis of Evangelists. Ch. Thompson.	
	Kilmarnock, 1815
Greek. Wm. Newcome, 5 copi	
Commentary on John and Mark. B. DeMoor, 6 v	
Lectures on Matthew. Bishop Porteus.	London, 1803
Parables of Our Lord. Benj. Keach, 4 vols.	London, 1817
Parable of the Ten Virgins. Thos. Shepard.	London, 1660
Literal Explanation of Acts. C. M. Duveil.	London, 1685
Paraphrase on Acts. Tho. Pyles.	London, 1785
Lectures on Acts. Richard Stack.	Annapolis, 1815
Translation of Epistles. J. McKnight, 4 vols.	Edinburg, 1820
Expositio Epistolarum. Jean Episcop. Sarisbur.	
Paraphrase of Paul's Epistles. Bishop Fell.	
Commentary on Galatians. Martin Luther.	London, 1702
Commentary on Colossians. Thos. Cartwright.	Edinburg, 1749
	London, 1612
2 Peter, 1, 2, 3 John, Jude. Am. Bible Union.	New York, 1854
Exposition of Jude. Wm. Jenkyn.	London, 1830
Dissertation on Revelation.	77.11 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
Observations on "Jas. Purvies, 2 vols.	Edinburg, 1784
Revelations. Jas. Gray.	Newberg, 1818
Lectures on Revelations. Amzi Armstrong.	Morristown, 1815
Commentary on Apocalypse. Dav. Pario.	Heidelberg, 1618
Lectures on Apocalypse. Ro. Ryland.	Richmond, 1857

Lexicon of Bible—Hebrew and Chaldee. H. Opetii. Lipsiae, 1692 Supplement to Hebrew Lexicon, (defective,) Nos. 3-6. Hebrew Lexicon. Gesenius, 2 copies. Lipsiae, 1825 C. More, 1 vol. New York, 1809

Hebrew Lexicon. Schleusner, 5 vols.	Lipsiae, 1820
Lexicon Heptaglotta. Castelli, 2 vols.	London, 1659
Syriac Lexicon. Schaff.	Lugduni, 1700
Lexicon Chaldaicum Talmudicum. Buxof.	Basle, 1640
Lex. N./Test. Graec. & Lat. Schleusner, 2 vols.,	
4 copies, paper,	2 vols. " 1819
	1805
	of vol. 1. " 1824
Graec. & Lat. G. Pasore.	1663
Crispinum & Barbiriu	
•	Antwerp, 1572
Chris. Plantinus.	
Dictionary New Testament. Graec. & Lat., (old	1.)
Clavis. Heb. Vet. Test. John Leusden.	1683
Clavis. Heb. Vet. Test. John Leusden. Hebrew Grammar. J. S. C. F. Frey.	London, 1813
	Philada., 1822
Essay on the Hebrew Language. J. P. Wilson.	Cambridge, 1817
Hebrew Grammar. Sydney Willard. Grammatik Neue Test. Sprachidioms. G. B. Mi	
Connections of Old and New Test. H. Prideaux.	Charlestown 1816
	London, 1791
Key to Old Test. Robt. Gray.	London, 1819
Guide to Holy Scriptures. Wm. Jacques.	
Introduction to Oracles of God. John Brown.	Albany, 1793
Introduction to Scripture. Horne, 4 vols.	London, 1822
Key to Old Testament. Robert Gray.	London, 1791
Prolegomena. Waltoni, 2 vols.	Cambridge, 1828
Introduc. ad Lib. Hist., Vet. Test. D. J. Carpzo	ovii. Lipsiae, 1741
Concordantiae, Graec. & Lat. N. Test. O. P. Ste	
Abridged H. Scriptures. Rev. W. Sellon.	Wellington, 1812
Index to Bible.	Philadelphia, 1804
Concordance to Bible. (Old.)	THE TOTAL TOTAL
Illustrations of Scripture. Geo. Paxton, 2 vols.,	
Genealogies of Anc't Scripture. J. S. (Old.)	London, 1784
Chronology of Scripture. Playfair.	Edinburg, 1784
Theological Dictionary. Chas. Buck, 2 vols.	Philadelphia, 1815
" 2 copies.	1010
Dictionary of Scriptures. R. P. D. A. Calmet, 2	
Dictionary of the Bible.	Boston, 1831
Pandectae Canonicae. C. N. Beverege, 2 vols.	Oxon, 1672
Elements of Interpretation. J. Ernesti, 4 copies	
Scripture Help. E. Bickersteth.	London, 1822
Sacred Interpreter. D. Collyer, 2 vols.	London, 1732
Thesaurus Erudit. Scholasticae. B. F. Sorano.	
Hist. Ecclesiastica—Graec and Latin. Sozomen	-
Bibliothec—Canon Vet. Voelli and Justelli, 2 v	
Critica Sacra. Ludov. Capelli.	Paris, 1650

Dialogues in Bengalee.	Serampore, 1806
Sylloge LibOrientale. Johan, Jahn.	Cambridge, 1821
Patres Apostolici. Gul. Jacobson, 2 vols.	Oxon, 1840
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Auctarum Cod Apoc. A. T. Fabriciani.	Havniae, 1804
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Old Law Book.	
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Principles of Natural Law. J. Burlamaqui, 2 ve	
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Blackstone. Kinne.	New York, 1839
" Commentary, vols. 2 and 4.	

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Wilmington, 1801

Edinburg, 1819

Philada., 1795

Boston, 1800

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IN THE

DISTRICT OF COLUMBIA,

For the Academic Year, 1871-'72.

WASHINGTON:
GIBSON BROTHERS, PRINTERS.
1872.

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			Current Academic Year, (1871-'72.)
1871.	Sept.	13,	First Term Preparatory School beginsWednesday.
	Sept.	18,)	Examination of Candidates for admission to (Monday.
	Sept.	19,5	CollegeTuesday.
	Sept.	20,	First College Term beginsWednesday.
	Oct.	2,	Session of Medical Department beginsMonday.
	Oct.	11,	Session of Law Department beginsWednesday.
1872.	Feb.	9,	First College Term Examination beginsFriday.
	Feb.	19,	Second College Term beginsMonday.
	Mar.	7,	Commencement of Medical DepartmentThursday.
	\mathbf{May}	22,	Senior Examinations beginWednesday.
	$_{ m June}$	12,	${\bf Commencement\ of\ Law\ DepartmentWednesday.}$
	$_{ m June}$	17,	Second College Term Examination beginsMonday.
	June	24,	Exhibition of Preparatory DepartmentMonday
	June	25,	Anniversary Meeting of AlumniTuesday.
	June	26,	Annual College CommencementWednesday.
			NEXT ACADEMIC YEAR, (1872-'73.)
1872.	Sept.	11,	NEXT ACADEMIC YEAR, (1872-'73.) First Term Preparatory School beginsWednesday.
1872.	Sept.		
1872.	_	16,)	First Term Preparatory School beginsWednesday.
1872.	Sept.	$16, \\ 17, $	First Term Preparatory School beginsWednesday. Examination of Candidates for admission to Monday.
1872.	Sept.	$16, \\ 17, $	First Term Preparatory School beginsWednesday. Examination of Candidates for admission to Monday. College
1872.	Sept. Sept. Sept.	16, 17,}	First Term Preparatory School beginsWednesday. Examination of Candidates for admission to Monday. College
1872. 1873.	Sept. Sept. Sept. Oct. Oct.	16, 17,} 18, 7,	First Term Preparatory School begins
	Sept. Sept. Sept. Oct. Oct. Feb.	16, 17, 18, 7, 9,	First Term Preparatory School begins
	Sept. Sept. Sept. Oct. Oct. Feb.	16, 17, 18, 7, 9, 7,	First Term Preparatory School begins
	Sept. Sept. Sept. Oct. Oct. Feb.	16, 17, 18, 7, 9, 7, 17, 6,	First Term Preparatory School begins
	Sept. Sept. Sept. Oct. Oct. Feb. Feb. Mar.	16,) 17, } 18, 7, 9, 7, 17, 6, 21,	First Term Preparatory School begins
	Sept. Sept. Sept. Oct. Oct. Feb. Feb. Mar. May	16, } 17, } 18, 7, 9, 7, 17, 6, 21, 11,	First Term Preparatory School begins
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Barbarin, Frank H	Third	
Beatty, Clarke A		
Blanchard, Willie S		
Blunt, Edmund C		
Brace, Wm. D		
Brown, E. C		
Choate, C. D		
Clabaugh, J. B		
Clark, Jas. M		
Clendenin, Frank		
Clum, Andrew H. W		
Cox, Willie		
Cuthbert, Lucius M		
Dent, John C		
Dougal, Willie M		
Earle, Samuel R		
Everett, Charles D		
Flint, Charles W		
Frisby, Wm. B		
Fristoe, Luther S		
Fuller, Frank	First	"
Goddard, Jas. D	Third	Georgetown, D. C.
Hamilton, S. W	Fourth	"
Hayden, Harry C	Fourth	"
Hay, John	Fourth	Belleville, Illinois.
Higgins, Lucius C		
Hunt, George M		
Hunt, Wm. F	First	"
Hunter, Samuel M	Third	Washington, D. C.
Hyatt, R. C	Second	Georgetown, D. C.
Jackson, Wm. S		
Jouy, Louis	Second	Washington, D. C.
Johnston, Milton H	Fourth	"
Johnston, Thurston B	Fourth	"
King, James	Fourth	Georgetown, D. C.
King, Wm. Jr		
King, Wm. B		
Leetch, Willie A		
Lyons, Willie D	Fourth	Georgetown, D. C.

PREPARATORY DEPARTMENT—Continued.

Name.	Class.	Residence.
Mansfield, B. R	Second	.Washington, D. C.
Mansfield, C. H	Third	. " "
Marshall, T. C. S	.First	. "
Mayfield, Clifton	First	.Georgetown, D. C.
McClelland, Clarence		
McClelland, Frank		
McNair, David W		
Miller, Frank L	.Second	.Georgetown, D. C.
Noyes, T. W	.Second	.Washington, D. C.
Parks, Wm. S		
Pool, Benj. G		
Rapley, W. H		
Rempp, C. W		
Richardson, Charlie W		
Richardson, John C. S		
Rodgers, Willie L		
Sharp, J. Wm		
Shinn, J. C		
Shute, D. Kerfoot		
Smallwood, C. N		
Snyder, A. A		
Thompson, Percy W		
Trumbull, Thos. H		
Wade, Emory B		
Waters, Thos. D	Second	Georgetown, D. C.
Welch, Clarence	.Third	"" "
Weston, Arthur R		
Williams, Tyler	.Third	Georgetown, D. C.
Williamson, Wm. B	.Third	" "
Wise, Andrew	First	Portsmouth, Va
Wise, James P	First	" "
PREPARATORY STUDEN		
	110,	. 72.
•		
RECAPI	TULATION.	
Law Students,		100
MEDICAL STUDENTS,		. 155
STUDENTS OF PHARMACY, .		. 44
		. 11
College Students, . Resident Graduates, .		. 41
		. 3
PREPARATORY STUDENTS,		72
Aggregate,		. 326

THE LAW DEPARTMENT.

The Law School of the Columbian College is held in the Law Building, situated on Judiciary Square, Fifth street, between D and E streets. It is the aim of the School to give a thorough training for the practice of the law. It proposes at the same time to furnish the means of general study in collateral branches of a finished legal education.

ADMISSION.

As the course of study demands maturity of mind, it is adapted either to graduates of colleges or to any who have attained, by study, thorough discipline of their mental powers. All, however, who desire are admitted to the recitations and lectures of the School, it being understood that their graduation will depend on their success in mastering the daily exercises and in passing the final examinations. No one is admitted as a candidate for graduation in the Senior Class who has not spent one year either at this or some other Law School, or performed a correspondent amount of study under some approved attorney.

SESSIONS.

The entire course of study embraces two years. The annual sessions begin on the second Wednesday in October and end on the second Wednesday in June. The exercises of the School are all held after the usual office hours, which close at 3 o'clock, thus giving to students the entire day for study, for reading in the public libraries, and for attending the several courts of the Capital, and at the same time enabling young men engaged in office duties to avail themselves of the facilities of the School.

COURSE OF INSTRUCTION.

The School is divided into two classes, a Junior and a Senior. Daily recitations, in connection with text-books, are conducted by the officers of instruction, the teachers giving a prelection or commentary on the appointed lesson, and questioning each pupil both

on the text and comment. Students are desired to take notes of lectures, and are expected to be prepared for examination by the lecturer.

TEXT-BOOKS.

The best in each department will be chosen. The following list, subject to revision, is at present the preferred selection:

FIRST YEAR, OR JUNIOR COURSE.—Blackstone's Commentaries; Williams on Real Property; Williams on Personal Property; Chitty on Contracts; Byles on Bills; Kent's Commentaries.

SECOND YEAR, OR SENIOR COURSE.—Stephen on Pleading; Starkie on Evidence; Adam's Equity; Mitford's Chancery Pleadings; Story on the Law of Partnership.

MOOT COURTS.

A moot court, organized by the students under the conduct of one of the Professors, furnishes experience in the practice of the lawyer's public duties. Associations composed of students of the School, formed for mutual improvement in the discussion of subjects connected with law studies, and for practice in forensic debate, are encouraged. The halls of the Law Building, warmed and lighted, are free for the use of such associations.

LIBRARIES.

The Library of the Law School will be furnished with all the important text-books, Reports, and other books of reference. The unequalled collection of the Congressional Library is open during seven hours of each day to all who wish to examine any authority, or to take notes from any book of reference, ancient or modern.

SPECIAL FACILITIES.

The city of Washington furnishes, beyond any other city of the Union, special facilities for the law student as well as for the general scholar. Besides the local courts, both criminal and of common pleas, the sessions of the Federal courts, both the Circuit and Supreme Courts, are invaluable for practical instruction to students. In addition to these, the discussions on patent law, the deliberations of the Court of Claims, and the debates on constitutional and international law in the Halls of Congress, form a combination of facilities to one desirous of general improvement such as no other city affords.

EXAMINATION AND GRADUATION.

All candidates for graduation, besides the daily examinations of the class-room, are required to pass a general examination, at the end of their course, on all the studies of the two years, in the presence of the Faculty or of such committee as the Trustees of the College may appoint.

The degree of Bachelor of Laws is granted to students who, having passed both years of the prescribed course in the School, or who on presenting credentials of equivalent study in some law college or office, and passing one year in the School, shall sustain satisfactory examinations in all the studies of both the Junior and Senior classes.

COMMENCEMENT.

The degrees are publicly conferred at the annual Commencement of the Law Department, when, in connection with other appropriate exercises, an address is delivered to the graduating class by an eminent member of the bar whom they may have selected for the purpose.

EXPENSES.

The entire charge for tuition, lectures, use of library and all facilities of the school, is eighty dollars for a single year, or one hundred and fifty dollars for two years. Students desiring to devote three years or more to the preparation for graduation, giving special attention also to the subsidiary lectures of the course, may have this privilege by the payment of two hundred dollars for the entire course. Half-year tickets of admission to recitations and lectures are issued on the second Wednesday in October and February, on payment of forty dollars in advance. Half-year tickets to attendants on lectures and other exercises of the School, who are not candidates for graduation or subjects of examination, are furnished at twenty dollars, invariably in advance. A charge of ten dollars is made for diplomas. Students from abroad can procure board at prices as reasonable as in any other city. Those who wish to do so can occupy rooms in the College at a charge of forty dollars per year for room-rent.

Graduates of the School are admitted to all lectures in subsequent years without charge.

THE MEDICAL DEPARTMENT.

The commodious building in which this Department holds its sessions was given to the College through the munificence of William W. Corcoran, LL. D., and is situated on H street, between Thirteenth and Fourteenth streets, in Washington.

The College is furnished with a museum containing a rare and valuable collection, and is also provided with other appointments suitable for purposes of medical, anatomical, and surgical study.

SESSIONS.

The Annual Session begins on the first Monday of October, and ends on the first Monday of March. The regular Lectures are held in the latter portion of the day, affording the morning hours for study of text-books, reading in Libraries, or practical Clinical instruction, for which ample opportunities are afforded. At the College, Medical and Surgical Clinics are held on Wednesdays and Saturdays. The Military and other General Hospitals furnish additional facilities.

TEXT-BOOKS AND WORKS OF REFERENCE.

Anatomy.—Gray's, Wilson's, Sharpey and Quain's Anatomy; Hodge's or Holden's Dissector.

Surgery.—Druit's, Erichsen's or Gross' Surgery; Paget's Surgical Pathology; Bumstead on Venereal Disease.

Materia Medica.—United States Dispensatory; Wood's Therapeutics; Pareira's Materia Medica; Riley's Materia Medica and Therapeutics.

Chemistry.—Brande & Taylor; Fowne's or Barker's Chemistry; Bowman's Medical Chemistry.

Obstetrics.—Cazeaux's, Churchill's, Bedford's.

Diseases of Women and Children.—Thomas on Diseases of Women; Scanzoni on Diseases of Females; West on Diseases of Children.

Physiology and Hygiene.—Dalton: Flint's, Jr.. Physiology; Parke's Hygiene.

Medical Jurisprudence.—Ordronaux's Jurisprudence of Medicine; Taylor's Medical Jurisprudence.

Practice of Medicine.—Flint's, Niemeyer's, or Aitken's Practice; Bennett's Clinical Medicine.

SPECIAL FACILITIES.

The location of the College at the seat of the National Government affords peculiar advantages to the medical student. No other city in the country has within its limits such large collections for the illustration of collateral branches of medical science freely open to students.

The city of Washington is the centre of the medical organization of the army of the United States, and it is the point at which the observations gathered throughout the country are concentrated and put into a tangible and useful form. The Museum established by the Medical Department of the United States Army is now acknowledged to be superior to any similar collection in the world. Its material has been obtained from a greater number of cases, and from a greater variety of climate, than that which has ever yet been brought together in any one place in any country.

The Libraries of Congress, of the Smithsonian Institution, and United States Patent Office, as well as the Botanical Garden, which includes a large number of medicinal plants, present rare opportunities for the profitable employment of hours of leisure from professional study.

REQUISITES FOR GRADUATION.

The requisites for graduating are, that the candidate shall have attended the Lectures of each Professor two full courses; or one full course in this School, and one full course in some other respectable institution. He shall have studied medicine at least three years. He must have a good moral character, and he shall have dissected during at least one session. He shall have entered his name with the Dean of the Faculty as a candidate for graduation, and delivered to him an Inaugural Dissertation upon some medical subject, thirty days before the close of the session, and shall have passed a satisfactory examination.

COMMENCEMENT.

The Annual Commencement of the Medical College is held on the first Thursday in the month of March, when the degrees of the School are publicly conferred, and an address is delivered to the graduating class by a gentleman whom the Faculty appoint for that purpose.

EXPENSES.

Expenses of full course of Lectures by all the Professors	35	00
Single Tickets	20	00
Practical Anatomy, by the Demonstrator	10	00
Matriculating Fee, payable once only	5	00
Graduating Expenses	30	00

No charge is made for Clinical Lectures. Payment of the fees is required in all cases, and tickets must be taken at the commencement of the session. Remission or reduction of fees, and the taking of promissory notes from students, are forbidden by the By-Laws of the College.

The price of board, and all other personal expenses, are as reasonable in Washington as in other large cities of the Union.

Students who have attended two full courses of Lectures in this School are entitled to attend succeeding courses free of expense. Graduates of other accredited Medical Colleges after three years are required to matriculate only. Prior to the expiration of that time the fee paid by such persons for a general ticket is \$50.

SCHOOL OF PHARMACY.

There is a School of Pharmacy connected with the Medical Department, in which a course of Lectures is given, for the special instruction of all who wish to qualify themselves in the apothecary's art.

FACULTY.

JOHN C. RILEY, M. D., Professor of Materia Medica and Therapeutics. EDWARD T. FRISTOE, A. M., Professor of Chemistry and Toxicology. RICH'D H. STABLER, M. D., Professor of Pharmacy and Botany.

The Lectures on Materia Medica and Chemistry will be substantially the same as are delivered to the Medical Classes.

The course on Pharmacy will treat of those branches of knowledge most useful to the practical pharmaceutist, viz: the Selection and Preservation of Medicines, Weights, and Measures; Specific Gravity, Hydrometers, Sources and Management of Heat, Pulverization, Solution, Filtration, Percolation, Evaporation, Distillation, Precipitation, Crystallization, &c.

The processes of the Pharmacopæia and the precautions necessary for success and uniformity of product will be explained. The processes of Pharmaceutical Chemistry, for obtaining inorganic or organic products, that may be profitably prepared by the pharmaceutist, will be illustrated before the class.

The latest and most improved apparatus will be exhibited.

Extemporaneous Pharmacy, or the Art of Dispensing Medicines, will receive attention.

REGULATIONS.

Every person upon whom a Diploma of this School is conferred must be of good moral character, must have attended two full courses of Lectures on Materia Medica, on Chemistry, and on Pharmacy, the last of which courses must be in this Institution, and must have served an apprenticeship of at least three years with a person or persons qualified to conduct the drug or apothecary business, or present other satisfactory proof of his attainments. He will also be required to present to the Dean, thirty days before the close of the session, an original dissertation or thesis upon some subject of the Materia Medica, Pharmacy, Chemistry, or one of the branches of science immediately connected therewith, and must pass a satisfactory examination.

FEES.

MATRICULATION FEE (payable once only)	\$5	00	
LECTURE FEES	40	00	
DIPLOMA FEE	10	00	

The Lectures in this School commence on the first Monday of October and terminate on the first Monday in March.

THE COLLEGE DEPARTMENT.

The regular course of instruction given in this Department is comprised in seven schools, as follows:

- I. School of English: including English Philology, English Literature, Rhetoric, Logic, Elocution, General History, and Anglo-Saxon.
- II. School of Greek: including the Greek Language and Literature, and the History of Greece.
- III. School of Latin: including the Latin Language and Literature, and the History of Rome.
- IV. School of Modern Languages: including the French and German Languages and Literatures, with the History of France and Germany.
- V. School of Mathematics: including Pure Mathematics, Mechanics, and Astronomy.
- $\mbox{VI.}$ School of Natural Science: including Physics, Chemistry, and Natural History.
- VII. School of Philosophy: including Mental and Moral Philosophy, Political Philosophy, and the Philosophy of History.

SCHOOL OF ENGLISH.

PROFESSOR SHUTE.

There are four classes in this School.

Freshman Class.—Instruction is given in the grammatical forms of the English language, its structure, and its idiomatic character; also, in reading, elocution, and composition.

Text-book: Fowler's English Language.

Sophomore Class.—Instruction is given in the fundamental principles of style and invention, mainly in their rhetorical, and incidentally in their logical aspects. Instruction is given in elocution and composition; also, in the general outlines of English and American history.

Text-books: Campbell's Rhetoric; Whately's Rhetoric; Smith's Student's Hume; Eliot's History of the United States.

Junior Class.—Instruction is given in the principles of pure and applied logic, and application of these principles is required in analyzing and

reconstructing ordinary forms of argumentation in select authors. Instruction is also given as to the origin, development and present powers of the language; also, in the biography, times, and works of the best English writers.

Text-books: Bowen's Logic; Thomson's Outlines of the Laws of Thought; Earle's Philology of the English Tongue; Shaw's English Literature. Declamation and composition are required.

Senior Class.—Instruction is given in the Anglo-Saxon and early English, with select readings from the Anglo-Saxon Gospels, Beowulf, Ormulum, and Chaucer.

Text-books: Shute's Manual of Anglo-Saxon; Corson's Hand-book of Anglo-Saxon and Early English; March's Anglo-Saxon Grammar.

Essays and original orations are required through the year.

The Anglo-Saxon, being an optional study, is not required for a degree.

SCHOOL OF GREEK.

PROFESSOR HUNTINGTON AND ADJUNCT PROFESSOR CULL.

In this school instruction is given in the Greek Language and Literature and in Greek History. The school embraces four classes: Freshman, Sophomore, Junior, and Senior, with the following text-books:

- 1. In the Freshman Class: Xenophon's Anabasis, (Boise's edition;) Homer's Iliad, (Boise's edition;) Hadley's and Kühner's Greek Grammars; Arnold's Greek Prose Composition; and Smith's History of Greece.
- 2. In the Sophomore Class: Herodotus, or Thucydides; Xenophon's Memorabilia, (Robbins' edition;) Hadley's and Kühner's Greek Grammar; Arnold's Greek Prose Composition.
 - 3. In the Junior Class: Sophocles, Euripides, and Demosthenes.
 - 4. In the Senior Class: Plato.

Lectures are given to the classes in Greek Literature.

To the two higher classes are assigned frequent exercises in rendering into Greek, English translations from Greek authors.

Liddell and Scott's Greek Lexicon, Browne's History of Greek Literature, Findlay's or Long's Classical Atlas, and Smith's Greek and Roman Antiquities are recommended to students in all the classes.

SCHOOL OF LATIN.

PROFESSOR HUNTINGTON AND ADJUNCT PROFESSOR CULL.

In this school instruction is given in the Latin Language and Literature and in Roman History. The school has four classes: the Freshman, Sophomore, Junior, and Senior, with the following text-books:

- 1. In the Freshman Class: Ovid; Livy; Harkness' Latin Grammar and Latin Prose Composition; and Liddell's History of Rome.
- 2. In the Sophomore Class: Cicero de Amicitia et de Senectute: Horace; and Harkness' Latin Prose Composition.
 - 3. In the Junior Class: Terence, Tacitus, and Juvenal.
 - 4. In the Senior Class: Quintilian.

Lectures are given to the classes on Roman Literature.

In the two higher classes exercises in composition are continued by rendering into Latin, English translations of passages from Latin authors.

Madvig's or Zumpt's Latin Grammar, (in addition to Harkness',) Andrews' Latin Lexicon, and Browne's History of Roman Literature are recommended to students.

SCHOOL OF MODERN LANGUAGES.

Professor Masson and Professor Shute.

This School is divided into two Departments, the *French* and the *German*, of which the former is under the direction of Professor Masson, and the latter under the direction of Professor Shute.

In the French Department there are three classes: the Freshman, the Sophomore, and the Junior.

A course of grammatical instruction, with oral and written exercises, is begun in the Freshman Class. Text-Books: Fasquelle's French Grammar; Leçons de Littérature Française Classique.

In the Sophomore Class attention is given to higher grammatical analysis, and to exercises in French composition and conversation. Text Books: Grammaire Française de Noël et Chapsal; Sadler's Exercises for Translating English into French; Williams' Exercises in Conversation.

In the Junior Class portions of classical French authors are read in connection with the foregoing exercises.

Candidates for the degree of A. M. write original French essays during the fourth year of their course.

In the German Department there are two classes, the Sophomore and the Junior.

Sophomore Class: The study of the language is begun in this class. Students are drilled in the grammatical principles of the language, and constant exercise is required in rendering English into German, as well as in translating German into English.

Text-Book: Otto's Conversation Grammar.

Junior Class: The study of the Grammar is continued throughout the year in this class also, and select portions of the German Classics are read.

Text-Books: The Grammar, Schiller, and Goethe.

Candidates for the degree of Λ . M. write original German essays during the fourth year of their course.

SCHOOL OF MATHEMATICS.

PROFESSOR FRISTOE AND ADJUNCT PROFESSOR FREEBORN.

In this School are taught Pure Mathematics, Mechanics, and Astronomy. There are four classes:

The Freshman, in which are taught Algebra, and Plane and Solid Geometry.

Text-Books: Loomis' Algebra and Geometry.

 The Sophomore, in which are taught Plane and Spherical Trigonometry and their application to Surveying, (with the use of Instruments,) and Analytical Geometry. Text-Books: Loomis' Trigonometry and Surveying, and Davies' or Church's Analytical Geometry.

3. The *Junior*, in which are taught Differential and Integral Calculus, and their applications.

Text-Books: Church's or Todhunter's Calculus.

4. The Senior, in which are taught Mechanics and Astronomy.

Text-Books: Olmsted's and Smith's Mechanics, and Loomis' Astronomy.

SCHOOL OF NATURAL SCIENCE.

PROFESSOR FRISTOE.

This School is divided into four classes:

- The Freshman, in which are taught the principles of Human Physiology and Structural and Systematic Botany and Zoology. By pursuing these studies in the early part of his course the student becomes familiar with the methods of classification, and learns at the same time the habit and value of accurate observation.
 - Text-Books: Dalton's Physiology, Gray's Botany, and Agassiz & Gould's Zoology.
- The Sophomore, in which are taught the various branches of Experimental Physics, viz: Hydrostatics, Hydrodynamics, Pneumatics, Acoustics, Heat, Light, and Electricity.
 - Text-Books: Olmsted's Natural Philosophy, (Snell's last ed.,) and Silliman's Natural Philosophy.
- 3. The Junior, in which are taught Inorganic and Organic Chemistry, embracing the Principles of Chemical Philosophy, the Laws of Chemical Combination, the preparation of Elementary and Compound Bodies, the methods of Analysis, Inorganic and Organic, the detection of Poisons, and the methods of counteracting their effects.

Text-Books: Barker, Roscoe, and Fowne.

4. The Senior, in which are taught Mineralogy and Geology. The instruction begins with general Mineralogy, as an introduction to Geology. In Geology, the Physical Characters of the Earth as it now exists are first studied, then its History and Changes, and lastly, the causes that have produced these Changes and their identity with existing causes. Text-Books: Dana's Mineralogy and Geology.

In this School, students who have passed through the class in Chemistry can pursue, at their option, Qualitative and Quantitative Analysis, for which an extra fee of \$50 will be charged, and also a small charge for materials.

THE SCHOOL OF PHILOSOPHY.

THE PRESIDENT, AND PROFESSOR RUGGLES.

The special studies of this school are pursued in two classes, the Junior and the Senior. In the Junior Class the attention of students is directed to the study of Moral Philosophy. The text-book used is Wayland's Moral Science. accompanied with lectures on the history of theoretical ethics, from the days of the Grecian philosophers down to the present time. In this historical review special attention is called to the phases of English speculation under the head of Moral Philosophy, with a critical reference to the main points of controversy from age to age among the exponents of conflicting schools.

In the Senior Class, the study of Natural Theology and of Mental Philosophy is pursued under the direction of the President; and the study of Political Philosophy, (the latter embracing Political Economy, Constitutional Law of the United States, and the Elements of International Law,) under the direction of Professor Ruggles. The text-books used in the study of Natural Theology will be Paley's Natural Theology and Butler's Analogy of Religion and Nature, accompanied with lectures on the more modern aspects of the questions discussed under this head. The text-book used for purposes of recitation on Mental Philosophy is Porter's Intellectual Science, accompanied with lectures on the history of speculative philosophy and of its leading schools in ancient times, during the Middle Ages, and since the Revival of Learning.

A course of lectures is also delivered to the Senior Class in this school on History, its sources, methods of study, elements of criticism, and its philosophy, with special critical references to the systems of F. Schlegel, Herder, Fichte, Schelling, Hegel, Bunsen, Guizot, Balmes, Buckle, Draper, and Lecky.

In the study of Political Economy, as pursued in the Senior Class of this school, the text-book used is that of Dr. Wayland, with references to the treatises of Adam Smith, Malthus, Bastiat, Carey, Mill, and others.

Story's Commentaries on the Constitution of the United States and Woolsey's Elements of International Law are used as text-books in the study of Political Philosophy.

CONSPECTUS OF STUDIES FOR THE DEGREE OF MASTER OF ARTS.

Freshman Studies, (First Year.).

FIRST TERM.

English.—Fowler's English Language; Composition; Elecution.

Greek.—Xenophon's Anabasis, (Boise's edition;) Arnold's Greek Prose Composition; Hadley's or Kühner's Greek Grammar; Smith's History of Greece; Findlay's or Long's Atlas.

Latin.—Ovid's Metamorphoses, (Andrews' edition;) Harkness' Latin Prose Composition; Harkness' Latin Grammar.

Modern Languages.—Fasquelle's French Grammar; Leçons de Littérature Française Classique; Oral and written Exercises. Wathernation Symptotic Geometry (Leonis') Alexandre (Leonis') Alexandre (Leonis')

Mathematics.—Synthetic Geometry, (Loomis';) Algebra (Loomis') commenced: Weekly Original Exercises.

Natural Science.—Zoology, (Agassiz & Gould;) Physiology, (Dalton's.)

SECOND TERM.

English.—Fowler's English Language continued, and Lectures.

Greek.—Homer's Iliad, (Boise's edition;) Greek Prose Composition continued; Grammatical Exercises continued. Latin.—Livy, (Lincoln's edition;) Latin Prose Composition continued; Grammatical Exercises continued; Liddell's History of Rome; Findlay's or Long's Atlas.

Modern Languages.—Studies of First Term continued.

Mathematics.—Algebra completed, (Loomis' revised;) Original Problems. Natural Science.—Botany, (Gray's.)

SOPHOMORE STUDIES, (SECOND YEAR.)

FIRST TERM.

English.—Rhetoric, (Whately's;) Composition; Elocution; English History, (Student's Hume.)

Greek.—Xenophon's Memorabilia, (Robbins' edition;) Greek Prose Composition and Grammar continued.

Latin.—Cicero de Amicitia et de Senectute; Latin Prose Composition and Grammar continued.

Modern Languages.—French: Grammaire Française, (Noël et Chapsal;) Sadler's and Williams' Exercises.

German: Otto's Conversation Grammar.

Mathematics.—Plane and Spherical Trigonometry; Surveying and Navigation, (Loomis';) Original Exercises.

Natural Science.—Physics, (Olmsted and Silliman.)

SECOND TERM.

English.—Campbell's Philosophy of Rhetoric; Composition; Elocution; History of United States, (Eliot's.)

Greek.—Herodotus or Thucydides; Greek Prose Composition and Grammar continued.

Latin.—Horace, (Lincoln's edition;) Latin Prose Composition and Grammar continued.

Modern Languages.—French: Studies of First Term continued. German: Otto's Conversation Grammar.

Mathematics.—Analytical Geometry, (Church's or Davies';) Original Problems. Natural Science.—Physics, (Olmsted and Silliman.)

JUNIOR STUDIES, (THIRD YEAR.)

FIRST TERM.

English.—Shaw's English Literature, (Smith's edition;) Earle's English Philology; Composition; Elecution.

Greek.—Sophocles or Euripides; Lectures on History of Greek Literature; Exercises in writing Greek.

Latin.—Tacitus; Lectures on History of Latin Literature; Exercises in writing Latin; Madvig's or Zumpt's Latin Grammar.

Modern Languages.—French: Molière and Pascal.

German: Selections from Schiller and Goethe.

Mathematics.—Differential Calculus, (Church's or Todhunter's;) Original Ex-

Natural Science.—Inorganic Chemistry, (Barker's.)

Philosophy.—Moral Philosophy, (Wayland's.)

SECOND TERM.

English.—Logic, (Bowen's Logic and Thomson's Laws of Thought;) Composition; Elocution.

Greek.—Demosthenes; Lectures and Exercises continued.

Latin.—Terence or Juvenal; Lectures and Exercises continued.

Modern Languages.—French: Molière and Pascal; Lectures on French Liter-

German: Schiller and Goethe; Lectures on German Literature.

Mathematics.—Integral Calculus, (Church's or Todhunter's;) Original Exercises.

Natural Science.—Organic Chemistry, (Roscoe and Fowne.)

Philosophy. - Wayland's Moral Philosophy; Lectures on History of Moral Philosophy.

SENIOR STUDIES, (FOURTH YEAR.)

FIRST TERM.

English.—Original Essays and Original Orations.

Greek.—Plato.

Latin.—Quintilian.

Modern Languages.—French: Original Essays. German: Original Essays.

Mathematics.—Mechanics, (Olmsted and Smith.)

Natural Science.—Mineralogy and Geology, (Dana's.)

Philosophy.—Natural Theology, (Paley and Butler;) Intellectual Philosophy (Porter's) begun; Political Philosophy, (Story;) History; Lectures on Sources, Methods of Study, and Principles of Criticism.

SECOND TERM.

English.—Original Essays and Original Orations.

Greek.—Plato.

Latin.—Quintilian.

Modern Languages.—French: Original Essays.

German: Original Essays.

Mathematics.—Astronomy, (Loomis'.)

Natural Science.—Geology, (Dana's.)
Philosophy.—Intellectual Philosophy (Porter's) continued; Lectures on History of Philosophy;

Political Philosophy: Wayland's Political Economy and Woolsey's International Law;

History: Lectures on Philosophy of History.

ELECTIVE STUDIES.

English.—The study of the Anglo-Saxon is optional, being open to students of any class, and not being required for a degree.

The text-books used in this study are as follows: Shute's Manual of Anglo-Saxon; March's Anglo-Saxon Grammar; Corson's Hand-book of Anglo-Saxon and Early English.

Natural Science.—Qualitative and Quantitative Analysis.

SCHEDULE OF LECTURES AND RECITATIONS.

FRESHMAN.	Sophomore.	Junior.	Senior.	
9¼-10¼ 10¼-11¼ 11¼-12¼ 12½-1½ 1½-2½	$ \begin{array}{c} 9\frac{1}{4} - 10\frac{1}{4} \\ 10\frac{1}{4} - 11\frac{1}{4} \\ 11\frac{1}{4} - 12\frac{1}{4} \\ 12\frac{1}{2} - 1\frac{1}{2} \\ 1\frac{1}{4} - 2\frac{1}{2} \end{array} $	9¼—10¼ 10¼—11¼ 11¼—12¼ 12½—1½ 1½—2½	9¼-10¼ 10¼-11¼ 11¼-12¼ 12½-1¼ 1½-2½	Тімв.
Greek French Mathematics Mathematics	9½—10½ Mathematics	94—104 Logic	9½—10½ Int. Philosophy 10½—11½	Monday.
9%—10% Greek Greek	Rhetoric		9½—10½—. Int. Philosophy Mechanics	Tuesday.
English Language Mathematics Elocution		Mathematics Moral Philosophy. English Literature. Latin	9½-10½ Int. Philosophy Int. Philosophy 10½-11¼ Mechanics	Wednesday.
9%—10% Greek Greek Greek 10%—11% French Mathematics Mathematics	Mathematics Rhetoric	Mathematics		THURSDAY.
			Int. Philosophy Int. Philosophy Mechanics	FRIDAY.
Greek	Mathematics Latin	Logic	Int. Philosophy Mechanics	SATURDAY.

TIME AND TERMS OF ADMISSION.

The regular examinations for admission to College are held on the Monday and Tuesday immediately preceding the opening of the session. Every applicant is required to deliver to the President testimonials of good moral character; and if he comes from another college he must present a certificate of honorable dismission.

Candidates for admission to any class of the College must, unless they are graduates of the Preparatory Department, sustain an examination in the following elementary studies: Spelling, English Grammar, Geography, Elements of History, and Arithmetic.

Candidates for admission to any School will be examined in all the studies presupposed by the curriculum of that School.

Candidates for admission to the *School of English* will be admitted to its lowest class on passing a satisfactory examination in the preliminary studies above indicated.

Candidates for admission to the *School of Greek* in its lowest class, the Freshman, will be examined on Goodwin's or Hadley's Greek Grammar; Goodwin's Greek Reader, or Xenophon's Anakasis, (first three books;) Arnold's Greek Prose Composition.

Candidates for admission to the *School of Latin* in its lowest class will be examined in Harkness' Latin Grammar; Cæsar's Commentaries; Cicero's Select Orations; Virgil; Arnold's Latin Prose Composition.

Candidates for admission to the School of Mathematics in its lowest class, the Freshman, will be examined in Algebra, (to Quadratic Equations,) and in the first three books of Geometry.

Real equivalents in quality and amount will be received in place of the books or parts of books prescribed as above for study preparatory to admission into the Schools of Greek, Latin, and Mathematics.

Candidates for admission to any advanced class in any School will be examined in all the previous studies of the class which they purpose to enter.

Students wishing to pursue a Select Course in any School or Schools will be admitted to the classes for which they may be found qualified, but an examination in preliminary and indispensable studies will be held in all such cases, and every student pursuing such a course is required to embrace in his selections not less than twelve recitations or lectures per week. The choice of studies embraced in a Select Course must be made immediately upon the commencement of a term, and no student will have leave to make a new choice of studies during any single term.

CERTIFICATES AND DIPLOMAS.

All the degrees of the College are conferred only on evidence of satisfactory attainments in the studies prescribed for any given degree. The eligibility of candidates for any degree is determined by the quality and the extent of their studies in the several schools of the College.

- I. Certificates of Proficiency are given to students who pass a satisfactory examination on the following studies of the several Schools: In the First, on English Literature, History and Rhetoric; in the Second, on the Greek of the Freshman and Sophomore Classes; in the Third, on the Latin of the Freshman and Sophomore Classes; in the Fourth, on the French or the German Language; in the Fifth, on the Mathematics of the Freshman and Sophomore Classes; in the Sixth, on the Chemistry of the Junior Class; in the Seventh, on Mental or Moral Philosophy.
- II. Students who pass a satisfactory examination on all the obligatory studies embraced in any one of the Schools of the College will receive a *Diploma* certifying the fact of their graduation in that School.

DEGREES.

- I. The degree of Bachelor of Letters is conferred on students who obtain diplomas in the Schools of English, Greek, Latin. Modern Languages, and Philosophy, and who receive a certificate of proficiency in the School of Mathematics or of Natural Science.
- II. The degree of Bachelor of Science is conferred on students who obtain diplomas in the Schools of English, Modern Languages, Mathematics, Natural Science, and Philosophy.
- III. The degree of *Bachelor of Arts* is conferred on students who obtain diplomas in any six Schools, and who receive a certificate of proficiency in the residuary School of the entire course.
- IV. The degree of *Master of Arts* is conferred on students who, after obtaining diplomas in all the Schools of the College, shall sustain a final and satisfactory examination, in review of all the studies prescribed for this degree.

Certificates and diplomas in any School of the College are awarded only at the close of the College year in each School, and after an examination duly had according to the rules of the institution.

EXAMINATIONS.

At the end of each term an examination of all the classes in all the Schools is publicly held in all the studies of that term.

The results of each Term-Examination are combined with those of the daily recitations and attendance of the student during the term, in order to ascertain his academic standing at the end of that term.

Each recitation and each examination are graded on a scale of merit from 0 to 10, and a failure to reach the final average grade of $7\frac{1}{2}$ in any study is regarded as a failure in that study.

At the close of each College year all the classes in all the Schools are publicly examined in review of all the studies of that year.

The results of the Annual Examinations are combined with those of the Term Examinations, in order to ascertain the student's academic standing at the end of each year.

At the close of the second year of the regular course, prescribed for all the degrees of the College, the Annual Examination of the Sophomore Classes in the several Schools, besides embracing all the studies of that year, will include such studies of the Freshman year as the head of each School may direct. The results of this examination will determine the eligibility of candidates to receive a Certificate of Proficiency at the end of this year in the School of *Greek*, *Latin*, or *Mathematics*, as the condition of attaining in regular course to one or another of the degrees dependent on such proficiency.

At the close of the regular four years' course all candidates for the degree of Master of Arts will be publicly examined by way of review in all the studies of all the Schools prescribed for that degree.

A student who fails to pass a satisfactory examination in any study at the end of a College year, may present himself for re-examination in that study at the end of the following year.

All examinations which occur at the end of a College year are conducted in writing. Examinations for the degree of Bachelor of Arts and Master of Arts are concluded four weeks anterior to the date of the Annual Commencement, that time may be given to Professors for the inspection of written examination papers, and to students for the preparation of parts to be performed on Commencement Day, by the successful candidates for the degrees of Bachelor and Master of Arts, to whom public parts on that day may be assigned by the Faculty.

ANNUAL PRIZES.

Besides the honors and degrees conferred in the regular course, prizes are annually offered as the rewards of special excellence in particular branches of study.

The "Davis Prizes," for excellence in elocution, were founded by the Hon. Isaac Davis, LL. D., of Massachusetts, and consist of two gold medals annually awarded to the two successful competitors in a public contest held on Commencement day. These prizes are awarded by a committee whom the Faculty selects for this purpose, and are publicly delivered at the close of the contest.

The "Staughton Prize" for excellence in the Latin Language and Literature, and the "Elton Prize," for excellence in the Greek Language and Literature, were founded by the Rev. Romeo Elton, D. D., of Exeter, England, and consist of two gold medals, annually awarded to the best scholar and writer in each of these languages.

The "Ruggles Prizes," for excellence in Mathematics, were founded by William Ruggles, LL. D., Senior Professor of the College, and consist of two gold medals annually awarded to the best two scholars in the pure and applied Mathematics.

The "Young Prize," for excellence in Metaphysics, the gift of Edward Young, Ph. D., of Washington, D. C., is a gold medal annually awarded to the best student in Mental Philosophy.

Any student entitled to a diploma in any School will be allowed to contend for the prizes given in that department, provided he shall have pursued the required number of studies during the year, and shall have passed satisfactory examinations in the same.

HONOR LIST FOR THE YEAR 1870-'71.

In the academic year 1870-'71, the following are the names of students who were the successful contestants for the various prizes:

The First Ruggles Prize in Mathematics was awarded to C. L. Johnson, of Virginia.

The First Gale Prize in the Natural Sciences was awarded to EDWARD CRANCH, of the District of Columbia.

The Second Gale Prize in the Natural Sciences was awarded to G. W. Brown, of the District of Columbia.

The Elton Prize in Greek was awarded to L. B. Wynne, Jr., of the District of Columbia.

A Second Elton Prize in Greek was awarded to F. H. HAVENNER, of the District of Columbia.

The Staughton Prize in Latin was awarded to J. H. Bremmerman, of the District of Columbia.

The First Young Prize in Metaphysics was awarded to Edward Cranch, of the District of Columbia.

The Second Young Prize in Metaphysics was awarded to W. H. Phillips, of the District of Columbia.

The First Davis Prize in Elecution was awarded to R. D. Locke, of Alabama.

The Second Davis Prize in Elocution was awarded to C. L. Johnson, of Virginia.

ORDERS OF THE COLLEGE YEAR.

TERMS AND VACATIONS.

The College year, embracing nine months, is divided into two terms. The first term begins on the third Wednesday in September, and continues to the Friday immediately preceding the third Monday in February. After a recess of three days, the second term begins on the third Monday in February, and ends on the day of the Annual Commencement, which is held on the last Wednesday in June.

A vacation of two weeks is given at Christmas, beginning three days before that holiday, and lasting until the fourth day after New Year's.

The 22d of February is observed as a College holiday.

A recess is given from Good Friday to Easter Monday, inclusive.

ANNUAL COMMENCEMENT.

The Annual Commencement of the College is held on the last Wednesday in June.

Public parts are assigned on Commencement Day to such students only as have passed a satisfactory examination for the degrees of Bachelor or Master of Arts, except, as before indicated, in the case of those who may be contestants for the prizes in Elocution.

A Latin Salutatory will be awarded to the graduate in each year whose average standing in all the Schools is the highest; and an English Salutatory to the student who stands second.

The Valedictory is awarded with special regard to the qualifications of the student as a Valedictorian, as well as on the ground of scholarship.

Philosophical, Classical, Scientific, Metaphysical, Ethical, Historical, and Literary Orations may be awarded to students who are eminent respectively in the corresponding Departments.

All the degrees of the College are publicly conferred on Commencement Day.

Diplomas in the several Schools, and prizes for special excellence in any Department, are publicly delivered on the same day.

PUBLIC WORSHIP.

Prayers, accompanied by the reading of the Scriptures, are offered daily in the College Chapel. All students are required to attend this service; and those who reside in the College are required also to attend Divine service on Sunday at such church as their parents may indicate, in writing, to the President, and during the day are expected to abstain from any conduct or practice inconsistent with its proper religious observance.

RELIGIOUS INSTRUCTION.

A course of Biblical Lectures is delivered by the President on Sunday afternoons during each term of the College year. This course is designed, in its entirety, to extend through four years.

During the first year the subject of consideration is the Life of Christ, or Christianity as expressed in the words and works of its Divine Founder: Exposition of the Gospel of John.

During the second year the subject of consideration will be the Planting of the Church, or Christianity as expressed in the teachings and labors of the Apostles: Exposition of the Acts of the Apostles.

During the third year it is proposed to discuss the development of Christian Doctrines, or Christianity as expressed in dogmatic definitions: Exposition of the Epistle to the Romans.

During the fourth year the topic of discussion will be the Completed Revelation of God to Man, or Christianity considered as

the full and final expression of the Plan of Redemption: Exposition of the Epistle to the Hebrews.

It is designed to make this course of lectures practical, without trenching on denominational peculiarities, and without descending into theological subtleties.

LIBRARY HOURS.

The College Library will be opened for the distribution of books, as also for purposes of consultation and inquiry, on such days and under such regulations as the Faculty may direct at the beginning of each year. Measures have recently been taken by the Board of Trustees for the improvement of the Library in its contents and in its appointments.

The Libraries of Congress and of the various Departments of the Federal Government are also accessible to students for purposes of research in any special line of studies.

LECTURES.

Courses of Lectures in various departments of Science, Art, and Literature are open to the attendance of students, not only in the College, but in connection with varied Associations, national and local, devoted to general culture at the Capital of the country, and furnishing peculiar facilities for information and improvement in every branch of liberal learning.

As the endowments of the College shall be enlarged by the munificence of patrons and benefactors, it is proposed to render available, for purposes of higher education, the rich collections of the Smithsonian Institution and Agricultural Department in science and natural history, and those of the United States Patent Office in technology. It is also hoped that the scheme of instruction pursued in the College may ultimately enlist in its service the scientific learning now connected with the United States Coast Survey and the National Observatory, while the Corcoran Gallery of the Fine Arts cannot but serve as a valuable auxiliary to æsthetical culture.

GENERAL ORDERS.

Every student on entering the College is understood by that act to come under a pledge that he will obey the rules and regulations prescribed by the Board of Trustees, and by the Faculty acting under the authority of the Board.

A pamphlet copy of the Laws of the College will be furnished to every student on his admission.

A merit roll of conduct is kept, and demerits are given for unexcused absences, and for violations of College laws. When any student has received one hundred such marks during any one term, or one hundred and fifty during any one year, he will be required to leave the institution.

A report of the student's standing in all his studies, including a record of all absences from lectures, recitations, or other public exercises of the College, will be rendered quarterly to parents or guardians.

The daily recitations of the College Classes are brought, as far as practicable, into the early portion of the day, closing generally at 2.30 o'clock P. M., and on Saturday at 11 o'clock A. M. The advantages of an attendance upon the debates of Congress, and upon lectures before various associations, are thus offered to students of the higher classes without detriment to proficiency in their studies. Any parent or guardian who desires a special privilege for his son or ward in this respect must, however, signify it in writing to the President.

COLLEGE EXPENSES.

CHARGES FOR STUDENTS RESIDING IN COLLEGE.

1.	Admission Fee, (paid but once, on entrance)	\$10	00
2.	Tuition for the year	60	00
3.	Room rent, and servants' attendance	20	00
4.	Fuel, public and private, (estimated)	16	00
5.	Use of Furniture, provided by the College	12	00
6.	Board for 39 weeks at \$4.50 per week, (estimated)	175	50
7.	Washing, at 75 cents per dozen.		

CHARGES FOR STUDENTS NOT RESIDING IN COLLEGE.

1. Admission Fee, (paid but once, on entrance)	\$10	00
2. Tuition for the year	60	00
3. Room rent, and servants' attendance	20	00
4. Fuel, public and private, (estimated)	16	00
5. Use of Furniture	6	00

From the foregoing statement it will appear that the necessary annual expenses of a student residing at the College need not exceed the sum of three hundred dollars. By the practice of economy some reduction might be made from this amount.

It is recommended that students who reside in the College should furnish their own rooms, and thus avoid the annual charge made for the use of such furniture as is provided by the College.

There is no common table provided by the College for boarding students, but accommodations in this respect can be had on the College grounds, or in the immediate vicinity of the College, as students may prefer. The general charge for board on the College grounds is \$4.50 per week. Facilities for the formation of boarding clubs, with a view to the reduction of expenses under this head, are open to all students who may wish to co-operate for this purpose.

All College bills must be paid at the opening of each term, and until a settlement has been made with the Treasurer of the College no student is entitled to attend any lecture or recitation.

After a student has been admitted to the College no abatement from his bill for board will be made, on the plea of absence, for an absence of less than one month, and no abatement from any other College bill will be made on this ground for an absence of less than one term, except in cases of protracted sickness.

When a student is permanently dismissed from College for any cause, the whole amount advanced for board, washing and fuel, from the time of dismission, will be refunded to the order of his parent or guardian.

FACILITIES OFFERED TO STUDENTS FOR THE MIN-ISTRY.

The founders and patrons of this College have ever made it a leading object of the institution to furnish special facilities to those who are studying with a purpose to enter the Christian ministry. In pursuance of this object the Board of Trustees have authorized the Treasurer of the College to remit the charge for tuition in favor of all such students whose means may be limited, and who shall be duly certified by the church in which they are communicants as having the Christian ministry in view. Without such certificate, however, or other equally satisfactory evidence to the same effect, no reduction on this ground will be made.

THE PREPARATORY DEPARTMENT.

This School is placed under the special charge of the Principal, who controls and directs its operations, with the aid of assistant instructors, and with the advice and co-operation of the College Faculty, all of whom supervise the work of the school by participating in the instruction of the highest classes in their several departments. Its full course of study extends through four years, and includes Reading, Writing, Spelling, Grammar, Rhetoric, Geography, History, Botany, Arithmetic, Algebra, Geometry, Book-keeping, French, Latin, and Greek, and exercises in Composition and Declamation.

The Preparatory Department is designed to afford a thorough preparation for the College Department. It also furnishes a High School Course, occupying two years, for pupils who have completed their studies in the common English branches, either in the Public Schools or elsewhere.

SCHEME OF STUDIES IN THE PREPARATORY DEPART-MENT.

FIRST YEAR: FOURTH CLASS.

FIRST TERM.

Reading.—Parker & Watson's Fourth Reader.
Spelling.—Worcester's Pronouncing Speller.
Arithmetic.—Davies' Practical and Stoddard's Intellectual.
Geography.—Mitchell's New, and Atlas.
History.—Anderson's Pictorial United States.
Grammar.—Greene's.
Latin.—Harkness' Introductory Latin Book.
Declamation, Composition.
Penmanship, Map Drawing.

SECOND TERM.

Reading.—Parker & Watson's Fourth Reader.
Spelling.—Worcester's Pronouncing Speller.
Arithmetic.—Davies' Practical and Stoddard's Intellectual.
Geography.—Mitchell's New, and Atlas.
History.—Anderson's Pictorial United States.
Grammar.—Greene's.
Latin.—Harkness' Introductory Latin Book.
Declamation, Composition.
Penmanship, Map Drawing.

SECOND YEAR: THIRD CLASS.

FIRST TERM.

Reading.—Parker & Watson's Fourth Reader.

Spelling.—Scholar's Companion.

Grammar.—Greene's.

Arithmetic.—Davies' Practical.

Physical Geography.—Mitchell's.

Latin.—Allen's Manual Grammar and Lessons.

Greek.—Harkness' First Greek Book.

Book-keeping.—Bryant and Stratton's.

Declamation, Composition, Penmanship.

SECOND TERM.

Reading.—Parker & Watson's Fourth Reader.

Spelling.—Scholar's Companion.

Grammar.—Greene's.

Arithmetic.—Davies' Practical.

Botany.—How Plants Grow, (Gray's.)

Latin.—Allen's Manual Grammar and Lessons.

Greek.—Harkness' First Greek Book.

Book-keeping.—Bryant and Stratton's.

Declamation, Composition, Penmanship.

THIRD YEAR: SECOND CLASS.

FIRST TERM.

Reading.—Parker & Watson's Fifth Reader.

Spelling.—Scholar's Companion.

Grammar.—Kerl's Composition.

Arithmetic.—Davies' University.

History.—Anderson's Outlines.

Book-keeping.—Bryant and Stratton's.

Latin.—Allen's Reader and Grammar.Greek.—Boise's Introduction to Xenophon, and Goodwin's Grammar, (abridged.)

Algebra.—Loomis'.

Declamation, Composition, Penmanship.

SECOND TERM.

Reading.—Parker & Watson's Fifth Reader.

Spelling.—Scholar's Companion.

Grammar.—Kerl's Composition.
Arithmetic.—Davies' University.

History.—Anderson's Outlines. Book-keeping.—Bryant and Stratton's.

Latin.—Allen's Reader and Grammar.

Greek.—Boise's Introduction to Xenophon, and Goodwin's Grammar, (abridged.)

Algebra.—Loomis'.

Declamation, Composition, Penmanship.

FOURTH YEAR: FIRST CLASS.

FIRST TERM.

Reading.—Anderson's Historical Reader.

Rhetoric.—Bonnel's Manual.

Arithmetic.—Farrar's Problems.

Latin.—Cicero's Orations and Allen's Grammar.

Greek.—Goodwin's Reader and Grammar.

French.—Fasquelle's New French Course.

Algebra.—Loomis'.

Declamation, Composition, Penmanship.

SECOND TERM.

Reading.—Anderson's Historical.

Rhetoric.—Bonnel's Manual.

Arithmetic.—Farrar's Problems.

Latin.—Virgil's Æneid and Allen's Grammar.

Greek.—Goodwin's Reader and Grammar.

French.—Fasquelle's New French Course, and Fleury's History of France

Geometry.—Loomis'.

Composition, Declamation, Penmanship.

Instruction is given to the members of all the classes in Vocal Music and in the Elements of Drawing.

Books of reference or use in all the classes: Worcester's Dictionary, Worcester's Pronouncing Speller, Webster's Dictionary, Bartholomew's Drawing Series, The Silver Bell.

TERMS AND VACATIONS.

The Scholastic Year begins on the second Wednesday in September, and ends on the last Wednesday in June. The year is divided into two terms. The first term ends on the Thursday preceding the third Monday in February. The second term begins on the third Monday in February.

There is a vacation of two weeks at Christmas; of two days between the first and second terms; of one day on each public holiday, and of three days at Easter.

The School Hours are from 8.45 o'clock A. M. to 2.30 P. M., with an intermission of fifteen minutes at 11 o'clock A. M.

DISCIPLINE.

The School professes to be conducted on Christian principles, both in its discipline and in its instructions, but no instruction is given and no influence exerted in favor of any peculiar denominational tenets.

In addition to daily recitations an examination is held at the end of each term on all the studies of that term.

The graded scale of merit used in the School ranges from 0 to 10, and each student must reach the grade of 7 in order to be advanced with his class.

The progress of the scholar is stimulated by daily records, by monthly and term reports to parents, by promotion in his class, and by prizes.

The boarding scholars lodge in the house of the Principal, and are treated as members of the family. They are responsible to him for their conduct at all times. In addition to regular school duties they are required to attend study hours in the evening under the oversight of the Principal. They are also required to attend the church of their parents' selection, and to spend a portion of every Sunday in Biblical study, unless excused by the written request of their parents.

EXPENSES.

DAY SCHOLARS.

For the Scholastic Year	\$ 68	00
BOARDING SCHOLARS.		
Board, Washing, Lights, &c. First Term	\$186	
	114	00
Total for the year	. \$300	00

THERE ARE NO EXTRA CHARGES.

All bills must be paid in advance, at the beginning of each term, to the Treasurer of the College, the Hon. Wm. Stickney, at his office in the National Savings Bank, corner of Fifteenth street and New York avenue.

HONOR LIST OF THE PREPARATORY DEPARTMENT, 1870-'71.

CERTIFICATES AND PRIZES.

For High Grade of Scholarship.

First Class—First Prize, Wm. H. Singleton.

' Second Prize, Wm. H. Church.

Second Class—First Prize, Henry L. Bryan.

" Second Prize, Theodore W. Noyes.

Third Class—First Prize, Lucius M. Cuthbert.

" Second Prize, Randolph C. Hyatt.

Fourth Class—First Prize, John C. S. Richardson.
"Second Prize, Willie L. Rodgers.

For Punctuality and Deportment.

Henry L. Bryan, (silver;) Lucius M. Cuthbert, (gold;) Bernard R. Mansfield, (silver;) Frank L. Miller, (silver;) James S. Mims, (silver;) Moung Edwin, (silver;) Wm. H. Pearce, (gold;) Charles W. Rempp, (silver;) John C. S. Richardson, (silver.)

Wm. H. Church, Moung Edwin, Wm. S. Hogg, Benjamin Miller, Wm. H. Pearce, Wm. H. Singleton, received *Certificates* in the Classical Department.

John B. Clabaugh, Charles E. Green, Mercer B. Mayfield, James S. Mims, received *Certificates* in the Scientific Department.

CATALOGUE

OF THE

OFFICERS AND STUDENTS

OF

THE COLUMBIAN COLLEGE

IN THE

DISTRICT OF COLUMBIA,

For the Academic Year, 1871-72.

WASHINGTON:
GIBSON BROTHERS, PRINTERS.
1872.

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For the Academic Year, 1871-'72.

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CALENDAR.

CURRENT ACADEMIC YEAR, (1871-'72.) 1871. Sept. 13, First Term Preparatory School begins............Wednesday. Sept. 18,) Examination of Candidates for admission to (Monday. Sept. 19, College......Tuesday. Sept. 20, First College Term begins......Wednesday. Oct. 2, Session of Medical Department begins......Monday. Oct. 11. Session of Law Department begins......Wednesday. 1872. Feb. First College Term Examination begins......Friday. 9. Feb. 19, Second College Term begins......Monday. Mar. 7, Commencement of Medical Department......Thursday. May 22, Senior Examinations begin......Wednesday. June 12, Commencement of Law Department......Wednesday. June 17. Second College Term Examination begins......Monday. June 24, Exhibition of Preparatory Department......Monday Anniversary Meeting of Alumni......Tuesday. June 25, Annual College Commencement......Wednesday. June 26, NEXT ACADEMIC YEAR, (1872-'73.) First Term Preparatory School begins......Wednesday. 1872. Sept. 11, Sept. 16,) Examination of Candidates for admission to (Monday. Sept. 17, College......\Tuesday. First College Term begins......Wednesday. Sept. 18, Session of Medical Department begins......Monday. Oct. 7. Session of Law Department begins......Wednesday. Oct. 9, First College Term Examination begins......Friday. 1873. Feb. 7, Second College Term begins......Monday. Feb. 17, Commencement of Medical Department......Thursday. Mar. 6, May 21, June 11, June 16, Second College Term Examination begins......Monday. June 23, Exhibition of Preparatory Department......Monday. June 24, Anniversary Meeting of Alumni......Tuesday. June 25, Annual College Commencement......Wednesday.

BOARD OF TRUSTEES.

ELECTED IN 1868.

W. W. CORCORAN, LL. D., District of Columbia, President.

THE HON. JOHN A. BOLLES, LL. D., Vice-President.

THE HON. ISAAC DAVIS, LL. D., Worcester, Massachusetts. THE REV. A. D. GILLETTE, D. D., New York City. T. U. WALTER, Ph. D., LL. D., Germantown, Pennsylvania. THE HON. WM. M. McPHERSON, St. Louis, Missouri. THE REV. JAMES P. BOYCE, D. D., Greenville, South Carolina. THE REV. W. F. BROADDUS, D. D., Fredericksburg, Virginia. THE HON. WILLIAM A. GRAHAM, Greensborough, North Carolina. ANTHONY W. DIMOCK, Esq., Elizabeth, New Jersey. THE REV. RICHARD FULLER, D. D., Baltimore, Maryland. THE REV. FRANKLIN WILSON, D. D., THE REV. J. W. M. WILLIAMS, D. D., HIRAM WOODS, Esq., HENRY TAYLOR, Esq., THE REV. WM. T. BRANTLY, D. D., D. D. JOHNSON, Esq., West Virginia. WILLIAM GUNTON, Esq., Washington, D. C. THE HON. HENRY D. COOKE, DR. CHARLES H. NICHOLS, THE REV. S. P. HILL, D. D., ANDREW ROTHWELL, Esq., LEONARD D. GALE, M. D., THE HON. WILLIAM STICKNEY, " WM. F. MATTINGLY, Esq., J. ORMOND WILSON, Esq., ROBERT C. FOX, Esq., 66 HENRY BEARD, Esq., THE HON. M. G. EMERY,

Secretary and Treasurer,

THE HON. WILLIAM STICKNEY.

THE REV. J. W. PARKER, D. D., "

FACULTIES IN THE SEVERAL DEPARTMENTS.

THE COLLEGE FACULTY.

JAMES C. WELLING, LL. D.,

PRESIDENT.

AND PROFESSOR OF MORAL AND MENTAL PHILOSOPHY, AND LECTURER ON HISTORY.

WILLIAM RUGGLES, LL. D.,

PROFESSOR OF POLITICAL ECONOMY AND CIVIL POLITY, AND EMERITUS PROFESSOR
OF MATHEMATICS AND NATURAL PHILOSOPHY.

THE REV. ADONIRAM J. HUNTINGTON, D. D.,

PROFESSOR OF THE GREEK LANGUAGE AND LITERATURE, AND ACTING PROFESSOR OF LATIN.

THE REV. SAMUEL M. SHUTE, D. D.,

PROFESSOR OF THE ENGLISH LANGUAGE AND LITERATURE, AND INSTRUCTOR IN ANGLO-SAXON AND GERMAN.

EDWARD T, FRISTOE, A. M.,

PROFESSOR OF CHEMISTRY, PHYSICS, AND NATURAL HISTORY, AND ACTING PROFESSOR OF MATHEMATICS.

HENRI MASSON.

PROFESSOR OF THE FRENCH LANGUAGE AND LITERATURE.

ROGER W. CULL, A. M.,

ADJUNCT PROFESSOR OF GREEK AND LATIN.

FRANK W. FREEBORN, A. M., ADJUNCT PROFESSOR OF MATHEMATICS.

OTIS T. MASON, A. M.,

PRINCIPAL OF THE PREPARATORY DEPARTMENT.

THE HON. WILLIAM STICKNEY,
TREASURER.

THE LAW FACULTY.

JAMES C. WELLING, LL. D.,
PRESIDENT, AND LECTURER ON ENGLISH LITERATURE.

SAMUEL TYLER, LL. D., INSTRUCTOR OF THE SENIOR CLASS.

JNO. C. KENNEDY, Esq., INSTRUCTOR OF THE JUNIOR CLASS.

JOHN ORDRONAUX, M. D., LL. D., LECTURER ON MEDICAL JURISPRUDENCE.

THE HON. WILLIAM STICKNEY, TREASURER.

THE MEDICAL FACULTY.

THOMAS MILLER, M. D.,

EMERITUS PROFESSOR OF ANATOMY AND PHYSIOLOGY, AND PRESIDENT OF THE FAC-ULTY.

> GEORGE C. SCHAEFFER, M. D., EMERITUS PROFESSOR OF CHEMISTRY.

WILLIAM P. JOHNSTON, M. D.,

EMERITUS PROFESSOR OF OBSTETRICS AND DISEASES OF WOMEN AND CHILDREN.

GEORGE M. DOVE, M. D.,

EMERITUS PROFESSOR OF THEORY AND PRACTICE OF MEDICINE.

A. Y. P. GARNETT, M. D.,

EMERITUS PROFESSOR OF CLINICAL MEDICINE.

JOHN C. RILEY, M. D.,

PROFESSOR OF MATERIA MEDICA AND THERAPEUTICS, AND DEAN OF THE FACULTY.

NATHAN SMITH LINCOLN, M. D., PROFESSOR OF SPECIAL, OPERATIVE, AND CLINICAL SURGERY.

J. FORD THOMPSON, M. D., PROFESSOR OF ANATOMY.

W. W. JOHNSTON, M. D.,
PROFESSOR OF THEORY AND PRACTICE OF MEDICINE.

A. F. A. KING, M. D.,
PROFESSOR OF OBSTETRICS AND DISEASES OF WOMEN AND CHILDREN.

EDWARD T. FRISTOE, A. M.,
PROFESSOR OF CHEMISTRY AND TOXICOLOGY.

WILLIAM B. DRINKARD, M. D.,
LECTURER ON ANATOMY AND PHYSIOLOGY, AND DEMONSTRATOR OF ANATOMY.

STUDENTS IN THE LAW DEPARTMENT.

SENIOR CLASS.

Name.	Residence.
ABBOT, HOWARD S	Pittsburgh, Pa.
Addison, W., Jr	Georgetown, D. C.
APPLETON, W. H	Suncook, N. H.
Arnold, Stark W	Beverly, West Va.
Berry, E. P	
BIXLER, J. W	Kendallville, Ind.
Black, L. C	
BOONE, ALBERT E	Tennessee.
Bowen, Paul T	Adrian, Michigan.
Brice, A. T	Columbus, Ga.
Brown, Eugene J	McConnelsville, Ohio.
Brown, T. B	Washington, D. C.
Burbage, W. D	Ohio.
CAMPBELL, F. L	Marlboro, Ohio.
CARPENTER, Z. T., B. A., (Yale)	
Chew, J. J	Washington, D. C.
CLARKE, LUKE	United States Army.
Clark, W. P	Washington, D. C.
Coon, B. C	Wisconsin.
Cowie, L. T	Montezuma, Iowa.
CRAGIN, C. H., JR., B. P., (Columbian College).	Georgetown, D. C.
CRANE, WILLIAM F., JR	Philadelphia, Pa.
Curtiss, H. R*	New Haven, Conn.
DeCamp, E. F	
DEMATTOS, JAMES PATERSON	Jacksonville, Ill.
Douglass, Silas J	Jamestown, N. Y.
Dow, J. E	Washington, D. C.
Durnall, J. B	Colorado.
Dye, P. E	Mitchellville, Iowa.
Earle, George	Maryland.
EATON, RAY P	Brunswick, Me.
FORNEY, PIERRE W	Harrisburg, Pa.
Foster, R. F	Washington, D. C.
FOWLER, EDWARD S	
Frelinghuysen, George G	
Funk, Lee W	Urbana, Ohio.
Galpin, S. A	Hartford, Conn.
HAYWARD, ALLEN B	Swanzey, N. H.

^{*}Inadvertently omitted as Junior in previous catalogue.

SENIOR CLASS-Continued.

SENIOR CLASS—Contin	$ned. \ Residence.$
Name.	
HENDRICKS, ARTHUR	New York.
Hensey, T. G	
House, J. W	Jeffersonville, Ind.
Howe, F. H	Wisconsin.
Johnston, J. M., A. B., (Princeton College)	Washington, D. C.
King, George A., A. M., (Columbian College)	Minneapolis, Minn.
Kreidler, E. A	
Lally, Thomas R	
McBlair, A. J	
McLain, Edwin J	
McKenney, W. A	
Meguire, James F	Philadelphia, Pa.
MIX, FRANK T	Georgetown, D. C.
Moses, Montague T	Washington Territory.
Newlands, James	
Partridge, G. W	Battle Creek, Mich.
PINNEY, A. S.	Ottumwa, Iowa.
PLATER, MAYHEW	Maryland.
POSTLEY, CHARLES E	Tennessee.
POTTER, HENRY G	Athens, Ohio.
Quaiffe, Alfred R	New York.
Reigart, T. J	Prairie City, Iowa.
RITTENHOUSE, SAMUEL W., B. P., (Columbian Col.)	Georgetown, D. C.
Rowe, W. H	Washington, D. C.
Ryan, Martin	Richmond, Va.
SEAMAN, WILLIAM H	New Jersey.
SHAW, GEORGE A	Maine.
SICKLES, D. KINGSLEY	
SKINNER, SAMUEL J	North Carolina.
SLOAN, CHARLES D	
SMITH, WALTER V	
Stephenson, F. D	Flora, Ill.
Turrell, J. D	Northville, Mich.
VanAernam, C. D	Franklinville, N. Y.
WILLARD, THOMAS R	Sycamore, Ill.
Williams, Roger	
Worrell, B. F	
CHNICADO	75.
	10.
JUNIOR CLASS.	
Name.	Residence.
Brown, Jesse	Washington, D. C.
BUTTS, ALEXANDER B	Kansas.
Babson, J. A	
Baldwin, H	Washington, D. C.

JUNIOR CLASS—Continued.

Name.	JUNIOR CLASS—Continued.	Residence.
Boss, Lewis		Washington, D. C.
Brucke, A. L		Washington, D. C.
BRITTON, WILEY		Washington, D. C.
BOTTUM, E. HUNTINGTON.		Vermont.
BLISS, E. R		Mississippi.
CARLISLE, CALDERON, A.	B., (St. John's)	Washington, D. C.
CHADSEY, JAMES M		Washington, D. C.
CHADSEY, WILLIAM H		California.
CAMPBELL, C. D		Ohio.
Colley, W. P		Washington, D. C.
Donn, Wilton C		Maryland.
Dodge, P. T		Washington, D. C.
]	
EDWARDS, S. R		Illinois.
JONES, ROWLAND M		Pennsylvania.
	C	
	dumbian College)	
LACEY, A. P	••• ••••	Washington, D. C.

JUNIOR CLASS—Continued.

Name.	Residence.
Manning, Richard H	Washington, D. C.
McIntire, W. C	Washington, D. C.
McMahon, Edward	New York.
MEDBERY, JAMES F	
Moore, George H	. Washington, D. C.
PATTERSON, J. ARTHUR	
Postal, W. D	Washington, D. C.
PARKER, DUVALL	
Pratt, E. A	
REID, GEORGE C	Washington, D. C.
REMEY, WILLIAM B	Iowa.
REED, DWIGHT T	
SLOAN, WILLIAM H	Washington, D. C.
STEEL, FRANK	Washington, D. C.
Southworth, Richard J	Georgetown, D. C.
SIMMONS, GEORGE	Washington, D. C.
SMITH, LUCIEN H	Michigan.
Sherman, John	Ohio.
Solger, Julius	Massachusetts.
Stevens, D. W	Washington, D. C.
Thomas, G. C	
THOMPSON, DUNCAN	
Townsend, Henry C	Washington, D. C.
THOMPSON, O. T	Washington, D. C.
WOODWARD, WILLIAM	
WILLIAMSON, IRVING	Maryland.
Wise, J. A	Washington, D. C.
Weber, Otto	
WRIGHT, HENRY H	Washington, D. C.
Walker, John	. Illinois.
JUNIORS,	80.

STUDENTS IN THE MEDICAL DEPARTMENT.

STUDENTS OF MEDICINE.

Name.	Residence.
Anderson, E. W	
ASHTON, L	Virginia.
AYLMER, R	
AYRES, J. E	.New York.
AYRES, J. E	Indiana.
Bremmerman, L. T	Washington, D. C.
Byrne, L. H	Maryland.
CASE, H. R	Michigan.
CAMPBELL, R. T	
Chapin, S. B	
CORLEW, J. T	Massachusetts.
Crissey, S. B	New York.
Deeble, H. M	Washington, D. C.
DOYLE, M. E	Kentucky.
FAULKNER, WILLIAM H., JR	Washington, D. C.
GASSAWAY, JAMES H	Washington, D. C.
GILMAN, W. S	Maine.
GORDON, L. C	
GROVE, ROBERT C	
HARRIS, ROBERT	Washington, D. C.
HARRISON, JAMES A	
HEGEMAN, EMIL	
Hames, James P	New York.
HOOVER, C. A	Washington, D. C.
Johnston, G. T	Washington, D. C.
LAWVER, M. P	Illinois.
Lewis, Charles E	
LITTLE, J. W	
McCusker, James	Washington, D. C.
McNamara, James	New York.
MURPHY, WALTER C	North Carolina.
O'CONNELL, J. C	
Parker, Lewis B	Washington, D. C.
PAULDING, OFFLEY	
SELLHAUSEN, E	
SLICK, JOSIAH	Pennsylvania.
Squires, F. D	
TAULMAN, D. J	.New York.
TEN EYCK, J. B	
Waldo, R	
WHITNEY, WALTER	Maine.
WHITE, CHARLES	Pennsylvania.
WHITE, H. A	. Washington, D. C.
Worcester, William L	
STUDENTS OF MEDICINE,	

STUDENTS OF PHARMACY. Residence. Name. DAVIS, AMERICUS. Washington, D. C. DUFOUR, CLARENCE R...... Washington, D. C. GAITHER, T. S. Washington, D. C. MILBURN, WASHINGTON C Washington, D. C. READ, A. M.....Michigan. SAYRE, CHARLES L. R Washington, D. C. SCALA, WILLIAM F Washington, D. C. SIMMS, G. G. C..... Washington, D. C. Washington, D. C. SULLIVAN, THOMAS F STUDENTS OF PHARMACY, . . .

STUDENTS IN THE COLLEGE DEPARTMENT.

RESIDENT GRADUATES.

L. F	WARE, A. B., L. B	Pennsylvania.
J. K	P. Gleeson, M. D	
L. B	. Wynne, A. B	Washington, D. C.

STUDENTS IN THE

		SCHOOLS.		
Name.	RESIDENCE.	English.	GREEK.	
AGLIONBY, JOHN O	Duffield's, West Va	Sen		
BANGS, JAMES E	Washington, D. C	Sen	Sen., Jun	
BARRICK, CHARLES M	Washington, D. C	Fresh	Fresh	
BREMMERMAN, JAMES H	Georgetown, D. C	Sen		
Brown, Henry W. B	Washington, D. C	Sen		
Browning, Frank T	Washington, D. C	Sen	-	
CARRINGTON, CAMPBELL	Washington, D. C	Soph., Jun		
CHURCH, WILLIE H	Washington, D. C	Fresh		
Custis, J. B. G	Washington, D. C	Fresh	Fresh	
CUTHBERT, JAMES H., JR	Washington, D. C	Jun	Jun	
DOHERTY, HUGH	Washington, D. C	Fresh	Fresh	
Dore, J. S	Washington, D. C	Sen	Jun	
DUTTON, W. A	Washington, D. C	Soph	Soph	
EDWARDS, J. HARTWELL	Society Hill, S. C	Jun	Jun	
EDWIN, MOUNG	Bassein, Burmah	Fresh	Fresh	
FLEMING, THOMAS	Alexandria, Va	Soph., Jun		
FULLER, HENRY C	Washington, D. C	Jun	Jun	
Gотт, G. R	Dawsonville, Md	Soph		
GREEN, ARTHUR L	Washington, D. C	Soph., Jun		
Hamilton, Richard	Washington, D. C	Jun	Jun	
HAVENNER, WALTER R	Washington, D. C	1.55		
HAY, EDWIN B	Washington, D. C	Jun		
HERR, AUSTIN	Georgetown, D. C	Soph		
Hogg, Willie S	Washingtou, D. C	Fresh	Fresh	
Johnson, William	Briscoe Run, West Va.	Soph., Jun		
JUDD, JOHN T	Washington, D. C	Sen	Sen	
King, Theodore I	Washington, D. C	Soph	Soph	
LIPSCOMB, ANDREW A	Washington, D. C	Soph	Soph	
MAYFIELD, MERCER B	Georgetown, D. C	Soph		
MILBURN, PAGE	Washington, D. C	Fresh	Fresh	
MILLER, BENJAMIN, JR	Georgetown, D. C	Fresh	Fresh	
MIMS, JAMES S	Society Hill, S. C	Soph		
PARKER, BENJAMIN G	Brown's Mills, West Va.	-		
PHILLIPS, P. LEE	Washington, D. C	Soph		
Rowe, C. Frank		-		
SIMPSON, THEODORE H	Washington, D. C	ì		
SINGLETON, WILLIAM H	Washington, D. C	Fresh		
THOMPSON, CHARLES II	Bordentown, N. J	Soph	1	
WARD, E. L. C	1	_		
WILSON, JESSE H			Soph	
WHITE, BENJAMIN		-	Jun	
THILE, DEMORATE	ardamstown, and	· · · · · · · · · · · · · · · · · · ·		

COLLEGE DEPARTMENT.

SCHOOLS.

LATIN.	Modern Languages.		Mathematics.	NATURAL	Parraganan	
DATIN.	FRENCH.	GERMAN.	MATHEMATICS.	Science.	PHILOSOPHY.	
Soph., Jun., and Sen.		Jun		Sen	Sen	
Sen		Jun		Jun, Sen	Sen	
Fresh			Fresh			
Sen				Den mini	1	
Sen			Sen	Don	Sen	
Sen		Jun		Sen	Sen	
1	-		Fresh	Sopain iiiiii		
Fresh			Fresh			
		Jun	Jun	0 44		
	Fresh		Fresh			
Jun., Sen		- F			Sen	
Soph			Soph	Soph		
				Jun., Sen		
Fresh			Fresh			
Soph				Soph., Jun.	•••••	
Soph., Jun		Soph	Soph., Jun	Soph., Jun	*******	
1	Soph	Soph	Fresh	Soph	•••••	
		Soph., Jun	Soph	Jun		
Jun	•••••	Jun	Jun	Jun		
Sen		••••••	Sen	Sen	Sen	
Jun		Jun	Jun	Jun., Sen	•••••	
		Jun		Sen	Sen	
		••••••	Fresh			
			Soph	Soph., Jun		
Sen				Sen	Sen	
	Soph	Soph	Soph	Soph		
Soph	Soph	Soph	Soph	Soph	• • • • • • • • • • • • • • • • • • • •	
		Soph	Fresh	Soph	***************************************	
Fresh	Fresh	Soph	Fresh			
Fresh	Soph		Fresh			
Eresh	Fresh	Soph	Fresh	Soph		
	·····	•••••		Sen	Sen	
Fresh	Soph	Soph	Fresh	Soph	***************************************	
		Jun	Jun	-	***************************************	
Fresh	Fresh	Soph	Fresh	Soph		
Fresh	Soph		Fresh			
Soph	Soph	Soph	Soph	Soph		
Fresh	Fresh	Soph	Fresh	Soph		
Soph	Soph	Soph	Soph	Soph	•••••	
Jun		Jun				
				,		

STUDENTS IN THE PREPARATORY DEPARTMENT.

Name.	Class.	Residence.
Addison, C. Morris		
Baker, Fielder I	.Third	.Georgetown, D. C.
Barbarin, Frank H		
Beatty, Clarke A	.First	.Fairfield, Iowa.
Blanchard, Willie S		
Blunt, Edmund C	.Second	.Washington, D. C.
Brace, Wm. D	.Third	.Georgetown, D. C.
Brown, E. C	.First	.Washington, D. C.
Choate, C. D	.Third	. "
Clabaugh, J. B	.First	.Georgetown, D. C.
Clark, Jas. M	.First	.Henderson, Ky.
Clendenin, Frank	.Second	.Washington, D. C.
Clum, Andrew H. W	.First	"
Cox, Willie	.Third	.Georgetown, D. C.
Cuthbert, Lucius M		
Dent, John C	.Third	.Georgetown, D. C.
Dougal, Willie M	.Second	. "
Earle, Samuel R	.Select	.Sumter, S. C.
Everett, Charles D	.Second	.Washington, D. C.
Flint, Charles W	.First	. "
Frisby, Wm. B	.First	. "
Fristoe, Luther S	.Fourth	. "
Fuller, Frank	.First	. "
Goddard, Jas. D	.Third	.Georgetown, D. C.
Hamilton, S. W		
Hayden, Harry C	Fourth	" "
Hay, John	Fourth $$	Belleville, Illinois.
Higgins, Lucius C	.Third	.Washington, D. C.
Hunt, George M	.Fourth	.Georgetown, D. C.
Hunt, Wm. F	.First	. "
Hunter, Samuel M	.Third	.Washington, D. C.
Hyatt, R. C	.Second	.Georgetown, D. C.
Jackson, Wm. S		
Jouy, Louis		
Johnston, Milton H	Fourth	"
Johnston, Thurston B	.Fourth	" "
King, James	Fourth	Georgetown, D. C.
King, Wm. Jr	.First	"
King, Wm. B	Third	Washington, D. C.
Leetch, Willie A		
Lyons, Willie D	Fourth	Georgetown, D. C.

PREPARATORY DEPARTMENT—Continued.

Name.	Class.	Residence.			
Mansfield, B. R	:SecondWa	shington, D. C.			
Mansfield, C. H	.Third	46 66			
Marshall, T. C. S	First	"			
Mayfield, Clifton	FirstGeo	orgetown, D. C.			
McClelland, Clarence	FirstWa	shington, D. C.			
McClelland, Frank	First	" "			
McNair, David W	Second	"			
Miller, Frank L	Second Geo	roetown D.C.			
Noyes, T. W	Second Wa	shington D.C.			
Parks, Wm. S	First	" "			
Pool, Benj. G					
Rapley, W. H		shington D C			
Rempp, C. W		" "			
Richardson, Charlie W		"			
		"			
Richardson, John C. S		"			
Rodgers, Willie L		mostown D C			
Shinn, J. C		" " "			
Shute, D. Kerfoot					
Smallwood, C. N.		" ". "			
Snyder, A. A		rectown D C			
Thompson, Percy W					
Trumbull, Thos. H		" " "			
Wade, Emory B		nklin Kv			
Waters, Thos. D					
Welch, Clarence		" "			
Weston, Arthur R		hington, D. C.			
Williams, Tyler	.ThirdGeo	reetown D C			
Williamson, Wm. B	Third	" "			
Wise, Andrew		tsmouth Va			
Wise, James P		"			
PREPARATORY STUDEN		70			
THE MINIOUT STOPE	NTS,	72.			
RECAPITULATION.					
Law Students,		155			
MEDICAL STUDENTS, .		. 44			
STUDENTS OF PHARMACY, .		11			
College Students, .		. 41			
RESIDENT GRADUATES,		3			
PREPARATORY STUDENTS.		72			
AGGREGATE, .		. 326			

THE LAW DEPARTMENT.

The Law School of the Columbian College is held in the Law Building, situated on Judiciary Square, Fifth street, between D and E streets. It is the aim of the School to give a thorough training for the practice of the law. It proposes at the same time to furnish the means of general study in collateral branches of a finished legal education.

ADMISSION.

As the course of study demands maturity of mind, it is adapted either to graduates of colleges or to any who have attained, by study, thorough discipline of their mental powers. All, however, who desire are admitted to the recitations and lectures of the School, it being understood that their graduation will depend on their success in mastering the daily exercises and in passing the final examinations. No one is admitted as a candidate for graduation in the Senior Class who has not spent one year either at this or some other Law School, or performed a correspondent amount of study under some approved attorney.

SESSIONS.

The entire course of study embraces two years. The annual sessions begin on the second Wednesday in October and end on the second Wednesday in June. The exercises of the School are all held after the usual office hours, which close at 3 o'clock, thus giving to students the entire day for study, for reading in the public libraries, and for attending the several courts of the Capital, and at the same time enabling young men engaged in office duties to avail themselves of the facilities of the School.

COURSE OF INSTRUCTION.

The School is divided into two classes, a Junior and a Senior. Daily recitations, in connection with text-books, are conducted by the officers of instruction, the teachers giving a prelection or commentary on the appointed lesson, and questioning each pupil both

on the text and comment. Students are desired to take notes of lectures, and are expected to be prepared for examination by the lecturer.

TEXT-BOOKS.

The best in each department will be chosen. The following list, subject to revision, is at present the preferred selection:

FIRST YEAR, OR JUNIOR COURSE.—Blackstone's Commentaries; Williams on Real Property; Williams on Personal Property; Chitty on Contracts; Byles on Bills; Kent's Commentaries.

SECOND YEAR, OR SENIOR COURSE.—Stephen on Pleading; Starkie on Evidence; Adam's Equity; Mitford's Chancery Pleadings; Story on the Law of Partnership.

MOOT COURTS.

A moot court, organized by the students under the conduct of one of the Professors, furnishes experience in the practice of the lawyer's public duties. Associations composed of students of the School, formed for mutual improvement in the discussion of subjects connected with law studies, and for practice in forensic debate, are encouraged. The halls of the Law Building, warmed and lighted, are free for the use of such associations.

LIBRARIES.

The Library of the Law School will be furnished with all the important text-books, Reports, and other books of reference. The unequalled collection of the Congressional Library is open during seven hours of each day to all who wish to examine any authority, or to take notes from any book of reference, ancient or modern.

SPECIAL FACILITIES.

The city of Washington furnishes, beyond any other city of the Union, special facilities for the law student as well as for the general scholar. Besides the local courts, both criminal and of common pleas, the sessions of the Federal courts, both the Circuit and Supreme Courts, are invaluable for practical instruction to students. In addition to these, the discussions on patent law, the deliberations of the Court of Claims, and the debates on constitutional and international law in the Halls of Congress, form a combination of facilities to one desirous of general improvement such as no other city affords.

EXAMINATION AND GRADUATION.

All candidates for graduation, besides the daily examinations of the class-room, are required to pass a general examination, at the end of their course, on all the studies of the two years, in the presence of the Faculty or of such committee as the Trustees of the College may appoint.

The degree of Bachelor of Laws is granted to students who, having passed both years of the prescribed course in the School, or who on presenting credentials of equivalent study in some law college or office, and passing one year in the School, shall sustain satisfactory examinations in all the studies of both the Junior and Senior classes.

COMMENCEMENT.

The degrees are publicly conferred at the annual Commencement of the Law Department, when, in connection with other appropriate exercises, an address is delivered to the graduating class by an eminent member of the bar whom they may have selected for the purpose.

EXPENSES.

The entire charge for tuition, lectures, use of library and all facilities of the school, is eighty dollars for a single year, or one hundred and fifty dollars for two years. Students desiring to devote three years or more to the preparation for graduation, giving special attention also to the subsidiary lectures of the course, may have this privilege by the payment of two hundred dollars for the entire course. Half-year tickets of admission to recitations and lectures are issued on the second Wednesday in October and February, on payment of forty dollars in advance. Half-vear tickets to attendants on lectures and other exercises of the School, who are not candidates for graduation or subjects of examination, are furnished at twenty dollars, invariably in advance. A charge of ten dollars is made for diplomas. Students from abroad can procure board at prices as reasonable as in any other city. Those who wish to do so can occupy rooms in the College at a charge of forty dollars per year for room-rent.

Graduates of the School are admitted to all lectures in subsequent years without charge.

THE MEDICAL DEPARTMENT.

The commodious building in which this Department holds its sessions was given to the College through the munificence of William W. Corcoran, LL. D., and is situated on H street, between Thirteenth and Fourteenth streets, in Washington.

The College is furnished with a museum containing a rare and valuable collection, and is also provided with other appointments suitable for purposes of medical, anatomical, and surgical study.

SESSIONS.

The Annual Session begins on the first Monday of October, and ends on the first Monday of March. The regular Lectures are held in the latter portion of the day, affording the morning hours for study of text-books, reading in Libraries, or practical Clinical instruction, for which ample opportunities are afforded. At the College, Medical and Surgical Clinics are held on Wednesdays and Saturdays. The Military and other General Hospitals furnish additional facilities.

TEXT-BOOKS AND WORKS OF REFERENCE.

Anatomy.—Gray's, Wilson's, Sharpey and Quain's Anatomy; Hodge's or Holden's Dissector.

Surgery.—Druit's, Erichsen's or Gross' Surgery; Paget's Surgical Pathology; Bumstead on Venereal Disease.

Materia Medica.—United States Dispensatory; Wood's Therapeutics; Pareira's Materia Medica; Riley's Materia Medica and Therapeutics.

Chemistry.—Brande & Taylor; Fowne's or Barker's Chemistry; Bowman's Medical Chemistry.

Obstetrics.—Cazeaux's, Churchill's, Bedford's.

Diseases of Women and Children.—Thomas on Diseases of Women; Scanzoni on Diseases of Females; West on Diseases of Children.

Physiology and Hygiene.—Dalton: Flint's, Jr., Physiology; Parke's Hygiene.

Medical Jurisprudence.—Ordronaux's Jurisprudence of Medicine; Taylor's Medical Jurisprudence.

Practice of Medicine.—Flint's, Niemeyer's, or Aitken's Practice; Bennett's Clinical Medicine.

SPECIAL FACILITIES.

The location of the College at the seat of the National Government affords peculiar advantages to the medical student. No other city in the country has within its limits such large collections for the illustration of collateral branches of medical science freely open to students.

The city of Washington is the centre of the medical organization of the army of the United States, and it is the point at which the observations gathered throughout the country are concentrated and put into a tangible and useful form. The Museum established by the Medical Department of the United States Army is now acknowledged to be superior to any similar collection in the world. Its material has been obtained from a greater number of cases, and from a greater variety of climate, than that which has ever yet been brought together in any one place in any country.

The Libraries of Congress, of the Smithsonian Institution, and United States Patent Office, as well as the Botanical Garden, which includes a large number of medicinal plants, present rare opportunities for the profitable employment of hours of leisure from professional study.

REQUISITES FOR GRADUATION.

The requisites for graduating are, that the candidate shall have attended the Lectures of each Professor two full courses; or one full course in this School, and one full course in some other respectable institution. He shall have studied medicine at least three years. He must have a good moral character, and he shall have dissected during at least one session. He shall have entered his name with the Dean of the Faculty as a candidate for graduation, and delivered to him an Inaugural Dissertation upon some medical subject, thirty days before the close of the session, and shall have passed a satisfactory examination.

COMMENCEMENT.

The Annual Commencement of the Medical College is held on the first Thursday in the month of March, when the degrees of the School are publicly conferred, and an address is delivered to the graduating class by a gentleman whom the Faculty appoint for that purpose.

EXPENSES.

Expenses of full course of Lectures by all the Professors\$1	35	00
Single Tickets	20	00
Practical Anatomy, by the Demonstrator	10	00
Matriculating Fee, payable once only	5	00
	30	00

No charge is made for Clinical Lectures. Payment of the fees is required in all cases, and tickets must be taken at the commencement of the session. Remission or reduction of fees, and the taking of promissory notes from students, are forbidden by the By-Laws of the College.

The price of board, and all other personal expenses, are as reasonable in Washington as in other large cities of the Union.

Students who have attended two full courses of Lectures in this School are entitled to attend succeeding courses free of expense. Graduates of other accredited Medical Colleges after three years are required to matriculate only. Prior to the expiration of that time the fee paid by such persons for a general ticket is \$50.

SCHOOL OF PHARMACY.

There is a School of Pharmacy connected with the Medical Department, in which a course of Lectures is given, for the special instruction of all who wish to qualify themselves in the apothecary's art.

FACULTY.

JOHN C. RILEY, M. D., Professor of Materia Medica and Therapeutics. EDWARD T. FRISTOE, A. M., Professor of Chemistry and Toxicology. RICH'D H. STABLER, M. D., Professor of Pharmacy and Botany.

The Lectures on Materia Medica and Chemistry will be substantially the same as are delivered to the Medical Classes.

The course on Pharmacy will treat of those branches of knowledge most useful to the practical pharmaceutist, viz: the Selection and Preservation of Medicines, Weights, and Measures; Specific Gravity, Hydrometers, Sources and Management of Heat, Pulverization, Solution, Filtration, Percolation, Evaporation, Distillation, Precipitation, Crystallization, &c.

The processes of the Pharmacopæia and the precautions necessary for success and uniformity of product will be explained. The processes of Pharmaceutical Chemistry, for obtaining inorganic or organic products, that may be profitably prepared by the pharmaceutist, will be illustrated before the class.

The latest and most improved apparatus will be exhibited.

Extemporaneous Pharmacy, or the Art of Dispensing Medicines, will receive attention.

REGULATIONS.

Every person upon whom a Diploma of this School is conferred must be of good moral character, must have attended two full courses of Lectures on Materia Medica, on Chemistry, and on Pharmacy, the last of which courses must be in this Institution, and must have served an apprenticeship of at least three years with a person or persons qualified to conduct the drug or apothecary business, or present other satisfactory proof of his attainments. He will also be required to present to the Dean, thirty days before the close of the session, an original dissertation or thesis upon some subject of the Materia Medica, Pharmacy, Chemistry, or one of the branches of science immediately connected therewith, and must pass a satisfactory examination.

FEES.

Matriculation Fee (payable once only)	\$5	00
LECTURE FEES		
DIPLOMA FEE	10	00

The Lectures in this School commence on the first Monday of October and terminate on the first Monday in March.

THE COLLEGE DEPARTMENT.

The regular course of instruction given in this Department is comprised in seven schools, as follows:

- I. School of English: including English Philology, English Literature, Rhetoric, Logic, Elocution, General History, and Anglo-Saxon.
- II. School of Greek: including the Greek Language and Literature, and the History of Greece.
- III. School of Latin: including the Latin Language and Literature, and the History of Rome.
- IV. School of Modern Languages: including the French and German Languages and Literatures, with the History of France and Germany.
- V. School of Mathematics: including Pure Mathematics, Mechanics, and Astronomy.
- VI. School of Natural Science: including Physics, Chemistry, and Natural History.
- VII. School of Philosophy: including Mental and Moral Philosophy, Political Philosophy, and the Philosophy of History.

SCHOOL OF ENGLISH.

PROFESSOR SHUTE.

There are four classes in this School.

Freshman Class.—Instruction is given in the grammatical forms of the English language, its structure, and its idiomatic character; also, in reading, elocution, and composition.

Text-book: Fowler's English Language.

Sophomore Class.—Instruction is given in the fundamental principles of style and invention, mainly in their rhetorical, and incidentally in their logical aspects. Instruction is given in elocution and composition; also, in the general outlines of English and American history.

Text-books: Campbell's Rhetoric; Whately's Rhetoric; Smith's Student's Hume; Eliot's History of the United States.

Junior Class.—Instruction is given in the principles of pure and applied logic, and application of these principles is required in analyzing and

reconstructing ordinary forms of argumentation in select authors. Instruction is also given as to the origin, development and present powers of the language; also, in 'the biography, times, and works of the best English writers.

Text-books: Bowen's Logic; Thomson's Outlines of the Laws of Thought; Earle's Philology of the English Tongue; Shaw's English Literature. Declamation and composition are required.

Senior Class.—Instruction is given in the Anglo-Saxon and early English, with select readings from the Anglo-Saxon Gospels, Beowulf, Ormulum, and Chaucer.

Text-books: Shute's Manual of Anglo-Saxon; Corson's Hand-book of Anglo-Saxon and Early English; March's Anglo-Saxon Grammar.

Essays and original orations are required through the year.

The Anglo-Saxon, being an optional study, is not required for a degree.

SCHOOL OF GREEK.

Professor Huntington and Adjunct Professor Cull.

In this school instruction is given in the Greek Language and Literature and in Greek History. The school embraces four classes: Freshman, Sophomore, Junior, and Senior, with the following text-books:

- 1. In the Freshman Class: Xenophon's Anabasis, (Boise's edition;) Homer's Iliad, (Boise's edition;) Hadley's and Kühner's Greek Grammars; Arnold's Greek Prose Composition; and Smith's History of Greece.
- 2. In the Sophomore Class: Herodotus, or Thucydides; Xenophon's Memorabilia, (Robbins' edition;) Hadley's and Kühner's Greek Grammar; Arnold's Greek Prose Composition.
 - 3. In the Junior Class: Sophocles, Euripides, and Demosthenes.
 - 4. In the Senior Class: Plato.

Lectures are given to the classes in Greek Literature.

To the two higher classes are assigned frequent exercises in rendering into Greek, English translations from Greek authors.

Liddell and Scott's Greek Lexicon, Browne's History of Greek Literature, Findlay's or Long's Classical Atlas, and Smith's Greek and Roman Antiquities are recommended to students in all the classes.

SCHOOL OF LATIN.

PROFESSOR HUNTINGTON AND ADJUNCT PROFESSOR CULL.

In this school instruction is given in the Latin Language and Literature and in Roman History. The school has four classes: the Freshman, Sophomore, Junior, and Senior, with the following text-books:

- 1. In the Freshman Class: Ovid; Livy; Harkness' Latin Grammar and Latin Prose Composition; and Liddell's History of Rome.
- 2. In the Sophomore Class: Cicero de Amicitia et de Senectute : Horace ; and Harkness' Latin Prose Composition.
 - 3. In the Junior Class: Terence, Tacitus, and Juvenal.
 - 4. In the Senior Class: Quintilian.

Lectures are given to the classes on Roman Literature.

In the two higher classes exercises in composition are continued by rendering into Latin, English translations of passages from Latin authors.

Madvig's or Zumpt's Latin Grammar, (in addition to Harkness',) Andrews' Latin Lexicon, and Browne's History of Roman Literature are recommended to students.

SCHOOL OF MODERN LANGUAGES.

PROFESSOR MASSON AND PROFESSOR SHUTE.

This School is divided into two Departments, the *French* and the *German*, of which the former is under the direction of Professor Masson, and the latter under the direction of Professor Shute.

In the French Department there are three classes: the Freshman, the Sophomore, and the Junior.

A course of grammatical instruction, with oral and written exercises, is begun in the Freshman Class. Text-Books: Fasquelle's French Grammar; Leçons de Littérature Française Classique.

In the Sophomore Class attention is given to higher grammatical analysis, and to exercises in French composition and conversation. Text Books: Grammaire Française de Noël et Chapsal; Sadler's Exercises for Translating English into French; Williams' Exercises in Conversation.

In the Junior Class portions of classical French authors are read in connection with the foregoing exercises.

Candidates for the degree of A. M. write original French essays during the fourth year of their course.

In the German Department there are two classes, the Sophomore and the Junior.

Sophomore Class: The study of the language is begun in this class. Students are drilled in the grammatical principles of the language, and constant exercise is required in rendering English into German, as well as in translating German into English.

Text-Book: Otto's Conversation Grammar.

Junior Class: The study of the Grammar is continued throughout the year in this class also, and select portions of the German Classics are read. Text-Books: The Grammar, Schiller, and Goethe.

Candidates for the degree of A. M. write original German essays during the fourth year of their course.

SCHOOL OF MATHEMATICS.

PROFESSOR FRISTOE AND ADJUNCT PROFESSOR FREEBORN.

In this School are taught Pure Mathematics, Mechanics, and Astronomy. There are four classes:

- The Freshman, in which are taught Algebra, and Plane and Solid Geometry.
 - Text-Books: Loomis' Algebra and Geometry.
- The Sophomore, in which are taught Plane and Spherical Trigonometry and their application to Surveying, (with the use of Instruments,) and Analytical Geometry.

Text-Books: Loomis' Trigonometry and Surveying, and Davies' or Church's Analytical Geometry.

 The Junior, in which are taught Differential and Integral Calculus, and their applications.

Text-Books: Church's or Todhunter's Calculus.

4. The Senior, in which are taught Mechanics and Astronomy.

Text-Books: Olmsted's and Smith's Mechanics, and Loomis' Astronomy.

SCHOOL OF NATURAL SCIENCE.

PROFESSOR FRISTOE.

This School is divided into four classes:

 The Freshman, in which are taught the principles of Human Physiology and Structural and Systematic Botany and Zoology. By pursuing these studies in the early part of his course the student becomes familiar with the methods of classification, and learns at the same time the habit and value of accurate observation.

Text-Books: Dalton's Physiology, Gray's Botany, and Agassiz & Gould's Zoology.

 The Sophomore, in which are taught the various branches of Experimental Physics, viz: Hydrostatics, Hydrodynamics, Pneumatics, Acoustics, Heat, Light, and Electricity.

Text-Books: Olmsted's Natural Philosophy, (Snell's last ed.,) and Silliman's Natural Philosophy.

3. The Junior, in which are taught Inorganic and Organic Chemistry, embracing the Principles of Chemical Philosophy, the Laws of Chemical Combination, the preparation of Elementary and Compound Bodies, the methods of Analysis, Inorganic and Organic, the detection of Poisons, and the methods of counteracting their effects.

Text-Books: Barker, Roscoe, and Fowne.

4. The Senior, in which are taught Mineralogy and Geology. The instruction begins with general Mineralogy, as an introduction to Geology. In Geology, the Physical Characters of the Earth as it now exists are first studied, then its History and Changes, and lastly, the causes that have produced these Changes and their identity with existing causes.

Text-Books: Dana's Mineralogy and Geology.

In this School, students who have passed through the class in Chemistry can pursue, at their option, Qualitative and Quantitative Analysis, for which an extra fee of \$50 will be charged, and also a small charge for materials.

THE SCHOOL OF PHILOSOPHY.

THE PRESIDENT, AND PROFESSOR RUGGLES.

The special studies of this school are pursued in two classes, the Junior and the Senior. In the Junior Class the attention of students is directed to the study of Moral Philosophy. The text-book used is Wayland's Moral Science, accompanied with lectures on the history of theoretical ethics, from the days of the Grecian philosophers down to the present time. In this historical review special attention is called to the phases of English speculation under the head of Moral Philosophy, with a critical reference to the main points of controversy from age to age among the exponents of conflicting schools.

In the Senior Class, the study of Natural Theology and of Mental Philosophy is pursued under the direction of the President; and the study of Political Philosophy, (the latter embracing Political Economy, Constitutional Law of the United States, and the Elements of International Law,) under the direction of Professor Ruggles. The text-books used in the study of Natural Theology will be Paley's Natural Theology and Butler's Analogy of Religion and Nature, accompanied with lectures on the more modern aspects of the questions discussed under this head. The text-book used for purposes of recitation on Mental Philosophy is Porter's Intellectual Science, accompanied with lectures on the history of speculative philosophy and of its leading schools in ancient times, during the Middle Ages, and since the Revival of Learning.

A course of lectures is also delivered to the Senior Class in this school on History, its sources, methods of study, elements of criticism, and its philosophy, with special critical references to the systems of F. Schlegel, Herder, Fichte, Schelling, Hegel, Bunsen, Guizot, Balmes, Buckle, Draper, and Lecky.

In the study of Political Economy, as pursued in the Senior Class of this school, the text-book used is that of Dr. Wayland, with references to the treatises of Adam Smith, Malthus, Bastiat, Carey, Mill, and others.

Story's Commentaries on the Constitution of the United States and Woolsey's Elements of International Law are used as text-books in the study of Political Philosophy.

CONSPECTUS OF STUDIES FOR THE DEGREE OF MASTER OF ARTS.

Freshman Studies, (First Year.)

FIRST TERM.

English.—Fowler's English Language; Composition; Elocution.

Greek.—Xenophon's Anabasis, (Boise's edition;) Arnold's Greek Prose Composition; Hadley's or Kühner's Greek Grammar; Smith's History of Greece; Findlay's or Long's Atlas.

Latin.—Ovid's Metamorphoses, (Andrews' edition;) Harkness' Latin Prose Composition; Harkness' Latin Grammar.

Modern Languages.—Fasquelle's French Grammar; Leçons de Littérature Française Classique; Oral and written Exercises.

Mathematics.—Synthetic Geometry, (Loomis';) Algebra (Loomis') commenced; Weekly Original Exercises.

Natural Science.—Zoology, (Agassiz & Gould;) Physiology, (Dalton's.)

SECOND TERM.

English.—Fowler's English Language continued, and Lectures.

Greek.—Homer's Iliad, (Boise's edition;) Greek Prose Composition continued;

Grammatical Exercises continued.

Latin.—Livy, (Lincoln's edition;) Latin Prose Composition continued; Grammatical Exercises continued; Liddell's History of Rome; Findlay's or Long's Atlas.

Modern Languages.—Studies of First Term continued.

Mathematics.—Algebra completed, (Loomis' revised;) Original Problems.

Natural Science.—Botany, (Gray's.)

SOPHOMORE STUDIES, (SECOND YEAR.)

FIRST TERM.

English.—Rhetoric, (Whately's;) Composition; Elecution; English History, (Student's Hume.)

-Xenophon's Memorabilia, (Robbins' edition;) Greek Prose Composition and Grammar continued.

Latin.—Cicero de Amicitia et de Senectute; Latin Prose Composition and Grammar continued.

Modern Languages.—French: Grammaire Française, (Noël et Chapsal;) Sadler's and Williams' Exercises.

German: Otto's Conversation Grammar.

Mathematics.—Plane and Spherical Trigonometry; Surveying and Navigation, (Loomis';) Original Exercises.

Natural Science.—Physics, (Olmsted and Silliman.)

SECOND TERM.

English.—Campbell's Philosophy of Rhetoric; Composition; Elocution; History of United States, (Eliot's.)

Greek.—Herodotus or Thucydides; Greek Prose Composition and Grammar continued.

Latin.—Horace, (Lincoln's edition;) Latin Prose Composition and Grammar continued.

Modern Languages.—French: Studies of First Term continued.

German: Otto's Conversation Grammar.

Mathematics.—Analytical Geometry, (Church's or Davies';) Original Problems. Natural Science.—Physics, (Olmsted and Silliman.)

JUNIOR STUDIES, (THIRD YEAR.)

FIRST TERM.

English.—Shaw's English Literature, (Smith's edition;) Earle's English Philology; Composition; Elecution.

Greek.—Sophocles or Euripides; Lectures on History of Greek Literature; Exercises in writing Greek.

Latin.—Tacitus; Lectures on History of Latin Literature; Exercises in writing Latin; Madvig's or Zumpt's Latin Grammar.

Modern Languages.—French: Molière and Pascal.

German: Selections from Schiller and Goethe.

Mathematics.—Differential Calculus, (Church's or Todhunter's;) Original Exercises.

Natural Science.—Inorganic Chemistry, (Barker's.) Philosophy.—Moral Philosophy, (Wayland's.)

SECOND TERM.

English.—Logic, (Bowen's Logic and Thomson's Laws of Thought;) Composition; Elocution.

Greek.—Demosthenes; Lectures and Exercises continued.

Latin.—Terence or Juvenal; Lectures and Exercises continued.

Modern Languages.—French: Molière and Pascal; Lectures on French Liter-

German: Schiller and Goethe; Lectures on German Literature.

Mathematics.—Integral Calculus, (Church's or Todhunter's;) Original Exercises.

Natural Science.—Organic Chemistry, (Roscoe and Fowne.)

Philosophy.—Wayland's Moral Philosophy; Lectures on History of Moral Philosophy.

SENIOR STUDIES, (FOURTH YEAR.)

FIRST TERM.

English.—Original Essays and Original Orations.

Greek .- Plato.

Latin.—Quintilian.

Modern Languages.—French: Original Essays. German: Original Essays.

Mathematics. — Mechanics, (Olmsted and Smith.)

Natural Science.—Mineralogy and Geology, (Dana's.)

Philosophy.—Natural Theology, (Paley and Butler;) Intellectual Philosophy
(Porter's) begun; Political Philosophy, (Story;) History; Lectures on Sources, Methods of Study, and Principles of Criticism.

SECOND TERM.

English.—Original Essays and Original Orations.

Greek.—Plato.

Latin.—Quintilian.

Modern Languages.—French: Original Essays.

German: Original Essays. Mathematics.—Astronomy, (Loomis'.)

Natural Science. - Geology, (Dana's.)

Philosophy.—Intellectual Philosophy (Porter's) continued; Lectures on History of Philosophy;

Political Philosophy: Wayland's Political Economy and Woolsey's International Law:

History: Lectures on Philosophy of History.

Elective Studies.

English.—The study of the Anglo-Saxon is optional, being open to students of any class, and not being required for a degree.

The text-books used in this study are as follows: Shute's Manual of Anglo-Saxon; March's Anglo-Saxon Grammar; Corson's Hand-book of Anglo-Saxon and Early English.

Natural Science.—Qualitative and Quantitative Analysis.

SCHEDULE OF LECTURES AND RECITATIONS.

	11	1	<u> </u>	1
FRESHMAN.	Sophomore.	JUNIOR.	SENIOR.	
9¼-10¼ 10¼-11¼ 11¼-12¼ 12½-1¼ 1½-2½	$9\frac{1}{4}-10\frac{1}{4}$ $10\frac{1}{4}-11\frac{1}{4}$ $11\frac{1}{4}-12\frac{1}{4}$ $12\frac{1}{2}-1\frac{1}{2}$ $1\frac{1}{2}-2\frac{1}{2}$	9¼—10¼ 0¼—11¼ 1¼—12¼ 2½—1½ 1½—2½	9¼-10¼ 0¼-11¼ 1¼-12¼ 2½-1½ 1½-2½	Time.
9%—10% Greek Greek	9¼-10¼ Mathematics Rhetoric 10¼-11¼ Greek 11¼-12¼ French	9½—10¾ Logio	9½-10½ Int. Philosophy Int. Philosophy 10¾-11½ Mechanics 11½-12¼ Anglo-Saxon Polit. Philos 12½-1¾ Min. and Geol Polit. Philos	Monday.
9¼—10¾ Greek Greek Greek Greek	Rhetoric	Mathematics Moral Philosophy. Latin German	Int. Philosophy Mechanics Polit. Philos	Tuesday.
	9¼-10¼ Mathematics Rhetoric 10¼-11¼ Greek	Mathematics Moral Philosophy. English Literature Latin	9½-10½ Int. Philosophy Int. Philosophy 10½-11½ Mechanics 11½-12¼ Anglo-Saxon 12½-1½ Polit. Philos Elocution 1½-2½ Min. and Geol Elocution	Wednesday.
English Language Greek	Rhetoric	English Literature Mathematics Logic	Int. Philosophy Mechanics	, THURSDAY.
Greek French Mathematics Natural History	Mathematics Latin	Logic English Literature Greek	Int. Philosophy Anglo-Saxon Greek and Latin	FRIDAY,
Greek	Mathematics	Logic	Int. Philosophy Philosophy Philos. of History Mechanics	SATURDAY.

TIME AND TERMS OF ADMISSION.

The regular examinations for admission to College are held on the Monday and Tuesday immediately preceding the opening of the session. Every applicant is required to deliver to the President testimonials of good moral character; and if he comes from another college he must present a certificate of honorable dismission.

Candidates for admission to any class of the College must, unless they are graduates of the Preparatory Department, sustain an examination in the following elementary studies: Spelling, English Grammar, Geography, Elements of History, and Arithmetic.

Candidates for admission to any School will be examined in all the studies presupposed by the curriculum of that School.

Candidates for admission to the *School of English* will be admitted to its lowest class on passing a satisfactory examination in the preliminary studies above indicated.

Candidates for admission to the *School of Greek* in its lowest class, the Freshman, will be examined on Goodwin's or Hadley's Greek Grammar; Goodwin's Greek Reader, or Xenophon's Anakasis, (first three books;) Arnold's Greek Prose Composition.

Candidates for admission to the *School of Latin* in its lowest class will be examined in Harkness' Latin Grammar; Cæsar's Commentaries; Cicero's Select Orations; Virgil; Arnold's Latin Prose Composition.

Candidates for admission to the School of Mathematics in its lowest class, the Freshman, will be examined in Algebra, (to Quadratic Equations,) and in the first three books of Geometry.

Real equivalents in quality and amount will be received in place of the books or parts of books prescribed as above for study preparatory to admission into the Schools of Greek, Latin, and Mathematics.

Candidates for admission to any advanced class in any School will be examined in all the previous studies of the class which they purpose to enter.

Students wishing to pursue a Select Course in any School or Schools will be admitted to the classes for which they may be found qualified, but an examination in preliminary and indispensable studies will be held in all such cases, and every student pursuing such a course is required to embrace in his selections not less than twelve recitations or lectures per week. The choice of studies embraced in a Select Course must be made immediately upon the commencement of a term, and no student will have leave to make a new choice of studies during any single term.

CERTIFICATES AND DIPLOMAS.

All the degrees of the College are conferred only on evidence of satisfactory attainments in the studies prescribed for any given degree. The eligibility of candidates for any degree is determined by the quality and the extent of their studies in the several schools of the College.

- I. Certificates of Proficiency are given to students who pass a satisfactory examination on the following studies of the several Schools: In the First, on English Literature, History and Rhetoric; in the Second, on the Greek of the Freshman and Sophomore Classes; in the Third, on the Latin of the Freshman and Sophomore Classes; in the Fourth, on the French or the German Language; in the Fifth, on the Mathematics of the Freshman and Sophomore Classes; in the Sixth, on the Chemistry of the Junior Class; in the Seventh, on Mental or Moral Philosophy.
- II. Students who pass a satisfactory examination on all the obligatory studies embraced in any one of the Schools of the College will receive a *Diploma* certifying the fact of their graduation in that School.

DEGREES.

- I. The degree of Bachelor of Letters is conferred on students who obtain diplomas in the Schools of English, Greek, Latin, Modern Languages, and Philosophy, and who receive a certificate of proficiency in the School of Mathematics or of Natural Science.
- II. The degree of *Bachelor of Science* is conferred on students who obtain diplomas in the Schools of *English*, *Modern Languages*, *Mathematics*, *Natural Science*, and *Philosophy*.
- III. The degree of *Bachelor of Arts* is conferred on students who obtain diplomas in any six Schools, and who receive a certificate of proficiency in the residuary School of the entire course.
- IV. The degree of *Master of Arts* is conferred on students who, after obtaining diplomas in all the Schools of the College, shall sustain a final and satisfactory examination, in review of all the studies prescribed for this degree.

Certificates and diplomas in any School of the College are awarded only at the close of the College year in each School, and after an examination duly had according to the rules of the institution.

EXAMINATIONS.

At the end of each term an examination of all the classes in all the Schools is publicly held in all the studies of that term.

The results of each Term-Examination are combined with those of the daily recitations and attendance of the student during the term, in order to ascertain his academic standing at the end of that term.

Each recitation and each examination are graded on a scale of merit from 0 to 10, and a failure to reach the final average grade of $7\frac{1}{2}$ in any study is regarded as a failure in that study.

At the close of each College year all the classes in all the Schools are publicly examined in review of all the studies of that year.

The results of the Annual Examinations are combined with those of the Term Examinations, in order to ascertain the student's academic standing at the end of each year.

At the close of the second year of the regular course, prescribed for all the degrees of the College, the Annual Examination of the Sophomore Classes in the several Schools, besides embracing all the studies of that year, will include such studies of the Freshman year as the head of each School may direct. The results of this examination will determine the eligibility of candidates to receive a Certificate of Proficiency at the end of this year in the School of Greek, Latin, or Mathematics, as the condition of attaining in regular course to one or another of the degrees dependent on such proficiency.

At the close of the regular four years' course all candidates for the degree of Master of Arts will be publicly examined by way of review in all the studies of all the Schools prescribed for that degree.

A student who fails to pass a satisfactory examination in any study at the end of a College year, may present himself for re-examination in that study at the end of the following year.

All examinations which occur at the end of a College year are conducted in writing. Examinations for the degree of Bachelor of Arts and Master of Arts are concluded four weeks anterior to the date of the Annual Commencement, that time may be given to Professors for the inspection of written examination papers, and to students for the preparation of parts to be performed on Commencement Day, by the successful candidates for the degrees of Bachelor and Master of Arts, to whom public parts on that day may be assigned by the Faculty.

ANNUAL PRIZES.

Besides the honors and degrees conferred in the regular course, prizes are annually offered as the rewards of special excellence in particular branches of study.

The "Davis Prizes," for excellence in elocution, were founded by the Hon. Isaac Davis, LL. D., of Massachusetts, and consist of two gold medals annually awarded to the two successful competitors in a public contest held on Commencement day. These prizes are awarded by a committee whom the. Faculty selects for this purpose, and are publicly delivered at the close of the contest.

The "Staughton Prize" for excellence in the Latin Language and Literature, and the "Elton Prize," for excellence in the Greek Language and Literature, were founded by the Rev. Romeo Elton, D. D., of Exeter, England, and consist of two gold medals, annually awarded to the best scholar and writer in each of these languages.

The "Ruggles Prizes," for excellence in Mathematics, were founded by William Ruggles, LL. D., Senior Professor of the College, and consist of two gold medals annually awarded to the best two scholars in the pure and applied Mathematics.

The "Young Prize," for excellence in Metaphysics, the gift of Edward Young, Ph. D., of Washington, D. C., is a gold medal annually awarded to the best student in Mental Philosophy.

Any student entitled to a diploma in any School will be allowed to contend for the prizes given in that department, provided he shall have pursued the required number of studies during the year, and shall have passed satisfactory examinations in the same.

HONOR LIST FOR THE YEAR 1870-'71.

In the academic year 1870-'71, the following are the names of students who were the successful contestants for the various prizes:

The First Ruggles Prize in Mathematics was awarded to C. L. Johnson, of Virginia.

The First Gale Prize in the Natural Sciences was awarded to EDWARD CRANCH, of the District of Columbia.

The Second Gale Prize in the Natural Sciences was awarded to G. W. Brown, of the District of Columbia.

The Elton Prize in Greek was awarded to L. B. Wynne, Jr., of the District of Columbia.

A Second Elton Prize in Greek was awarded to F. H. HAVENNER, of the District of Columbia.

The Staughton Prize in Latin was awarded to J. H. Bremmerman, of the District of Columbia.

The First Young Prize in Metaphysics was awarded to Edward Crance, of the District of Columbia.

The Second Young Prize in Metaphysics was awarded to W. H. Phillips, of the District of Columbia.

The First Davis Prize in Elocution was awarded to R. D. Locke, of Alabama.

The Second Davis Prize in Elocution was awarded to C. L. Johnson, of Virginia.

ORDERS OF THE COLLEGE YEAR.

TERMS AND VACATIONS.

The College year, embracing nine months, is divided into two terms. The first term begins on the third Wednesday in September, and continues to the Friday immediately preceding the third Monday in February. After a recess of three days, the second term begins on the third Monday in February, and ends on the day of the Annual Commencement, which is held on the last Wednesday in June.

A vacation of two weeks is given at Christmas, beginning three days before that holiday, and lasting until the fourth day after New Year's.

The 22d of February is observed as a College holiday.

A recess is given from Good Friday to Easter Monday, inclusive.

ANNUAL COMMENCEMENT.

The Annual Commencement of the College is held on the last Wednesday in June.

Public parts are assigned on Commencement Day to such students only as have passed a satisfactory examination for the degrees of Bachelor or Master of Arts, except, as before indicated, in the case of those who may be contestants for the prizes in Elocution.

A Latin Salutatory will be awarded to the graduate in each year whose average standing in all the Schools is the highest; and an English Salutatory to the student who stands second.

The Valedictory is awarded with special regard to the qualifications of the student as a Valedictorian, as well as on the ground of scholarship.

Philosophical, Classical, Scientific, Metaphysical, Ethical, Historical, and Literary Orations may be awarded to students who are eminent respectively in the corresponding Departments.

All the degrees of the College are publicly conferred on Commencement Day.

Diplomas in the several Schools, and prizes for special excellence in any Department, are publicly delivered on the same day.

PUBLIC WORSHIP.

Prayers, accompanied by the reading of the Scriptures, are offered daily in the College Chapel. All students are required to attend this service; and those who reside in the College are required also to attend Divine service on Sunday at such church as their parents may indicate, in writing, to the President, and during the day are expected to abstain from any conduct or practice inconsistent with its proper religious observance.

RELIGIOUS INSTRUCTION.

A course of Biblical Lectures is delivered by the President on Sunday afternoons during each term of the College year. This course is designed, in its entirety, to extend through four years.

During the first year the subject of consideration is the Life of Christ, or Christianity as expressed in the words and works of its Divine Founder: Exposition of the Gospel of John.

During the second year the subject of consideration will be the Planting of the Church, or Christianity as expressed in the teachings and labors of the Apostles: Exposition of the Acts of the Apostles.

During the third year it is proposed to discuss the development of Christian Doctrines, or Christianity as expressed in dogmatic definitions: Exposition of the Epistle to the Romans.

During the fourth year the topic of discussion will be the Completed Revelation of God to Man, or Christianity considered as

the full and final expression of the Plan of Redemption: Exposition of the Epistle to the Hebrews.

It is designed to make this course of lectures practical, without trenching on denominational peculiarities, and without descending into theological subtleties.

LIBRARY HOURS.

The College Library will be opened for the distribution of books, as also for purposes of consultation and inquiry, on such days and under such regulations as the Faculty may direct at the beginning of each year. Measures have recently been taken by the Board of Trustees for the improvement of the Library in its contents and in its appointments.

The Libraries of Congress and of the various Departments of the Federal Government are also accessible to students for purposes of research in any special line of studies.

LECTURES.

Courses of Lectures in various departments of Science, Art, and Literature are open to the attendance of students, not only in the College, but in connection with varied Associations, national and local, devoted to general culture at the Capital of the country, and furnishing peculiar facilities for information and improvement in every branch of liberal learning.

As the endowments of the College shall be enlarged by the munificence of patrons and benefactors, it is proposed to render available, for purposes of higher education, the rich collections of the Smithsonian Institution and Agricultural Department in science and natural history, and those of the United States Patent Office in technology. It is also hoped that the scheme of instruction pursued in the College may ultimately enlist in its service the scientific learning now connected with the United States Coast Survey and the National Observatory, while the Corcoran Gallery of the Fine Arts cannot but serve as a valuable auxiliary to æsthetical culture.

GENERAL ORDERS.

Every student on entering the College is understood by that act to come under a pledge that he will obey the rules and regulations prescribed by the Board of Trustees, and by the Faculty acting under the authority of the Board. A pamphlet copy of the Laws of the College will be furnished to every student on his admission.

A merit roll of conduct is kept, and demerits are given for unexcused absences, and for violations of College laws. When any student has received one hundred such marks during any one term, or one hundred and fifty during any one year, he will be required to leave the institution.

A report of the student's standing in all his studies, including a record of all absences from lectures, recitations, or other public exercises of the College, will be rendered quarterly to parents or guardians.

The daily recitations of the College Classes are brought, as far as practicable, into the early portion of the day, closing generally at 2.30 o'clock P. M., and on Saturday at 11 o'clock A. M. The advantages of an attendance upon the debates of Congress, and upon lectures before various associations, are thus offered to students of the higher classes without detriment to proficiency in their studies. Any parent or guardian who desires a special privilege for his son or ward in this respect must, however, signify it in writing to the President.

COLLEGE EXPENSES.

CHARGES FOR STUDENTS RESIDING IN COLLEGE.

1. Admission Fee, (paid but once, on entrance)	\$10	00
2. Tuition for the year	60	00
3. Room rent, and servants' attendance	20	00
4. Fuel, public and private, (estimated)	16	00
5. Use of Furniture, provided by the College	12	00
6. Board for 39 weeks at \$4.50 per week, (estimated)	175	50
7. Washing, at 75 cents per dozen.		

CHARGES FOR STUDENTS NOT RESIDING IN COLLEGE.

1.	Admission Fee, (paid but once, on entrance), · · · · · · · · · · · · · · · · · ·	\$10	00
2.	Tuition for the year	60	00
3.	Room rent, and servants' attendance	20	00
4.	Fuel, public and private, (estimated)	16	00
5.	Use of Furniture	6	00

From the foregoing statement it will appear that the necessary annual expenses of a student residing at the College need not exceed the sum of three hundred dollars. By the practice of economy some reduction might be made from this amount.

It is recommended that students who reside in the College should furnish their own rooms, and thus avoid the annual charge made for the use of such furniture as is provided by the College.

There is no common table provided by the College for boarding students, but accommodations in this respect can be had on the College grounds, or in the immediate vicinity of the College, as students may prefer. The general charge for board on the College grounds is \$4.50 per week. Facilities for the formation of boarding clubs, with a view to the reduction of expenses under this head, are open to all students who may wish to co-operate for this purpose.

All College bills must be paid at the opening of each term, and until a settlement has been made with the Treasurer of the College no student is entitled to attend any lecture or recitation.

After a student has been admitted to the College no abatement from his bill for board will be made, on the plea of absence, for an absence of less than one month, and no abatement from any other College bill will be made on this ground for an absence of less than one term, except in cases of protracted sickness.

When a student is permanently dismissed from College for any cause, the whole amount advanced for board, washing and fuel, from the time of dismission, will be refunded to the order of his parent or guardian.

FACILITIES OFFERED TO STUDENTS FOR THE MINISTRY.

The founders and patrons of this College have ever made it a leading object of the institution to furnish special facilities to those who are studying with a purpose to enter the Christian ministry. In pursuance of this object the Board of Trustees have authorized the Treasurer of the College to remit the charge for tuition in favor of all such students whose means may be limited, and who shall be duly certified by the church in which they are communicants as having the Christian ministry in view. Without such certificate, however, or other equally satisfactory evidence to the same effect, no reduction on this ground will be made.

THE PREPARATORY DEPARTMENT.

This School is placed under the special charge of the Principal, who controls and directs its operations, with the aid of assistant instructors, and with the advice and co-operation of the College Faculty, all of whom supervise the work of the school by participating in the instruction of the highest classes in their several departments. Its full course of study extends through four years, and includes Reading, Writing, Spelling, Grammar, Rhetoric, Geography, History, Botany, Arithmetic, Algebra, Geometry, Book-keeping, French, Latin, and Greek, and exercises in Composition and Declamation.

The Preparatory Department is designed to afford a thorough preparation for the College Department. It also furnishes a High School Course, occupying two years, for pupils who have completed their studies in the common English branches, either in the Public Schools or elsewhere.

SCHEME OF STUDIES IN THE PREPARATORY DEPARTMENT.

FIRST YEAR: FOURTH CLASS.

FIRST TERM.

Reading.—Parker & Watson's Fourth Reader.
Spelling.—Worcester's Pronouncing Speller.
Arithmetic.—Davies' Practical and Stoddard's Intellectual.
Geography.—Mitchell's New, and Atlas.
History.—Anderson's Pictorial United States.
Grammar.—Greene's.
Latin.—Harkness' Introductory Latin Book.
Declamation, Composition.
Penmanship, Map Drawing.

SECOND TERM.

Reading.—Parker & Watson's Fourth Reader.
Spelling.—Worcester's Pronouncing Speller.
Arithmetic.—Davies' Practical and Stoddard's Intellectual.
Geography.—Mitchell's New, and Atlas.
History.—Anderson's Pictorial United States.
Grammar.—Greene's.
Latin.—Harkness' Introductory Latin Book.
Declamation, Composition.
Penmanship. Map Drawing.

SECOND YEAR: THIRD CLASS.

FIRST TERM.

Reading.—Parker & Watson's Fourth Reader.

Spelling.—Scholar's Companion.

Grammar.—Greene's.
Arithmetic.—Davies' Practical.

Physical Geography.—Mitchell's.

Latin.—Allen's Manual Grammar and Lessons.

Greek.—Harkness' First Greek Book.

Book-keeping.—Bryant and Stratton's.

Declamation, Composition, Penmanship.

Reading.—Parker & Watson's Fourth Reader.

Spelling.—Scholar's Companion.

Grammar.—Greene's.
Arithmetic.—Davies' Practical.

Botany.—How Plants Grow, (Gray's.)

Latin.—Allen's Manual Grammar and Lessons. Greek.—Harkness' First Greek Book.

Book-keeping.—Bryant and Stratton's.

Declaration, Composition, Penmanship.

THIRD YEAR: SECOND CLASS.

FIRST TERM.

Reading.—Parker & Watson's Fifth Reader.

Spelling.—Scholar's Companion.

Grammar.—Kerl's Composition.
Arithmetic.—Davies' University.

History.—Anderson's Outlines.

Book-keeping.—Bryant and Stratton's.

Latin.—Allen's Reader and Grammar.

Greek.—Boise's Introduction to Xenophon, and Goodwin's Grammar. (abridged.)

Algebra.—Loomis'.

Declamation, Composition, Penmanship.

SECOND TERM.

Reading.—Parker & Watson's Fifth Reader.

Spelling.—Scholar's Companion.

Grammar.—Kerl's Composition.

Arithmetic. - Davies' University.

History.—Anderson's Outlines.

Book-keeping.—Bryant and Stratton's.

Latin.—Allen's Reader and Grammar.

Greek.—Boise's Introduction to Xenophon, and Goodwin's Grammar, (abridged.)

Algebra.—Loomis'.

Declamation, Composition, Penmanship.

FOURTH YEAR: FIRST CLASS.

FIRST TERM.

Reading.—Anderson's Historical Reader.

Rhetoric.—Bonnel's Manual.

Arithmetic.—Farrar's Problems.

Latin.—Cicero's Orations and Allen's Grammar.

Greek.—Goodwin's Reader and Grammar.

French.—Fasquelle's New French Course.

Algebra.—Loomis'.

Declamation, Composition, Penmanship.

SECOND TERM.

Reading.—Anderson's Historical.

Rhetoric.—Bonnel's Manual.

Arithmetic. - Farrar's Problems.

Latin.—Virgil's Æneid and Allen's Grammar.

Greek.—Goodwin's Reader and Grammar.

French.—Fasquelle's New French Course, and Fleury's History of France.

Geometry.—Loomis'.

Composition, Declamation, Penmanship.

Instruction is given to the members of all the classes in Vocal Music and

in the Elements of Drawing.

Books of reference or use in all the classes: Worcester's Dictionary, Worcester's Pronouncing Speller, Webster's Dictionary, Bartholomew's Drawing Series, The Silver Bell.

TERMS AND VACATIONS.

The Scholastic Year begins on the second Wednesday in September, and ends on the last Wednesday in June. The year is divided into two terms. The first term ends on the Thursday preceding the third Monday in February. The second term begins on the third Monday in February.

There is a vacation of two weeks at Christmas; of two days between the first and second terms; of one day on each public holiday, and of three days at Easter.

The School Hours are from 8.45 o'clock A. M. to 2.30 P. M., with an intermission of fifteen minutes at 11 o'clock A. M.

DISCIPLINE.

The School professes to be conducted on Christian principles, both in its discipline and in its instructions, but no instruction is given and no influence exerted in favor of any peculiar denominational tenets.

In addition to daily recitations an examination is held at the end of each term on all the studies of that term.

The graded scale of merit used in the School ranges from 0 to 10, and each student must reach the grade of 7 in order to be advanced with his class.

The progress of the scholar is stimulated by daily records, by monthly and term reports to parents, by promotion in his class, and by prizes.

The boarding scholars lodge in the house of the Principal, and are treated as members of the family. They are responsible to him for their conduct at all times. In addition to regular school duties they are required to attend study hours in the evening under the oversight of the Principal. They are also required to attend the church of their parents' selection, and to spend a portion of every Sunday in Biblical study, unless excused by the written request of their parents.

EXPENSES.

DAY SCHOLARS.

\$co 00

For the Scholastic Year	Фоо	ΟŪ
BOARDING SCHOLARS.		
Board, Washing, Lights, &c. \$97 00 First Term 89 60 Second Term 89 60	\$186	00
Tuition, Room, Furniture, &c. First Term		
	114	00
Total for the year	. \$300	00

THERE ARE NO EXTRA CHARGES.

All bills must be paid in advance, at the beginning of each term, to the Treasurer of the College, the Hon. Wm. Stickney, at his office in the National Savings Bank, corner of Fifteenth street and New York avenue.

HONOR LIST OF THE PREPARATORY DEPARTMENT, 1870-'71.

CERTIFICATES AND PRIZES.

For High Grade of Scholarship.

First Class-First Prize, Wm. H. Singleton.

" Second Prize, Wm. H. Church.

Second Class—First Prize, Henry L. Bryan.
"Second Prize, Theodore W. Noves.

Third Class—First Prize, Lucius M. Cuthbert.

" Second Prize, Randolph C. Hyatt.

Fourth Class—First Prize, John C. S. Richardson.

" Second Prize, Willie L. Rodgers.

For Punctuality and Deportment.

Henry L. Bryan, (silver;) Lucius M. Cuthbert, (gold;) Bernard R. Mansfield, (silver;) Frank L. Miller, (silver;) James S. Mims, (silver;) Moung Edwin, (silver;) Wm. H. Pearce, (gold;) Charles W. Rempp, (silver;) John C. S. Richardson, (silver.)

Wm. H. Church, Moung Edwin, Wm. S. Hogg, Benjamin Miller, Wm. H. Pearce, Wm. H. Singleton, received *Certificates* in the Classical Department.

John B. Clabaugh, Charles E. Green, Mercer B. Mayfield, James S. Mims, received *Certificates* in the Scientific Department.

ADDRESSES

AT THE

INAUGURATION

OF

JAMES C. WELLING, LL. D.,

AS

President of the Columbian College,

IN

WASHINGTON, D. C.,

Monday Evening, November 6, 1871.

WASHINGTON:
GIBSON BROTHERS, PRINTERS.
1871.

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INTRODUCTORY NOTE.

The public inauguration of James C. Welling, LL. D., as President of the Columbian College, took place on the evening of November 6, 1871, in the Congregational Church, corner of Tenth and G streets, Washington, D. C.

The exercises were opened with prayer by the Rev. James H. Cuthbert, D.D., after which the Rev. George W. Samson, D.D., delivered a Farewell Address, as the retiring President of the College.

An Ode, written for the occasion by the Rev. Stephen P. Hill, D.D., was then sung, upon which the Hon. John A. Bolles, LL. D., Vice-President of the Board of Trustees of the College, delivered to the newly-elected President the keys, symbolical of his office, and accompanied their presentation with an Address, at the close of which he formally introduced Dr. Welling, who thereupon proceeded to deliver his Inaugural Discourse.

The exercises were closed with a Doxology, sung by the audience, and with a Benediction pronounced by the Rev. Cleland K. Nelson, D. D., Vice-President of St. John's College, at Annapolis, Md.

The following pages contain the Presentation Address of Mr. Bolles and the Inaugural Discourse of President Welling, as published by request of the Executive Committee of the Board of Trustees.

REMARKS

OF THE

HON. JOHN A. BOLLES, LL. D.

MR. WELLING:

The Board of Trustees of the Columbian College had, until this morning, hoped that their respected and beloved President, WM. W. CORCORAN, Esq., "clarum et venerabile nomen," a gentleman identified for a long series of years with every enterprise intended to promote the welfare and prosperity of this District, would have been able, not only to be present on this occasion, but also to take an active part in these Inaugural Ceremonies; to place in your hands the keys of the College as symbols of your official powers and duties, and to address you, for a few minutes at least, upon the topics suggested by that presentation.

Mr. Corcoran, however, does not feel well enough even to read the one short sentence which he had written, and at his request I take his place, and, yielding to his urgency, I shall, as the Vice-President of the Board of Trustees, first read to you his own carefully chosen words, and then add thereto a few observations of my own, which seem to be called for by this interesting occasion.

He intended to say:

"President Welling, it affords me great pleasure to place in your hands the keys of the Columbian College, and to express my belief that your execution of the important trust confided to you will be characterized by ability and zeal"

Sir, the "belief" of Mr. Corcoran is also the belief of

the Board of Trustees, who have unanimously elected you President of the College. That belief and that choice were founded upon a long and familiar acquaintance with your intellectual power, your moral worth, your ample learning, and your administrative and executive ability. This knowledge guided our action and choice when, upon the resignation of your predecessor, it became our duty to select and appoint a new President for that seat of learning, the management of whose general interests is confided to us, but whose success depends far more directly, and far more largely, upon its President than upon the Trustees themselves. We felt, very deeply, the responsibility devolved upon us by the retirement of the Rev. Dr. Samson; and we felt also, as our thoughts and eyes turned toward you, that you were the man to fill, with honorable success, the position thus vacated.

We now feel that our choice was wise, and that your acceptance of the offered Presidency justifies us, and the public in whose midst you have so long dwelt, in expecting for the College a brilliant and successful future. We feel sure that our convictions and our hopes are echoed in the hearts, (as they seem to shine in the faces), of this assembly, composed, as we believe it to be; of gentlemen and ladies who are the delegates and representatives of a public far too large to find seats in this spacious audience-room.

With such convictions and confidence, with such faith and hope, we give you these symbolic keys. They are six in number. The first is the key of the President's house. Take it, sir, feeling that your house is your castle, and that we shall not presume to interfere with your domestic rights and duties. They are your exclusive domain, and will, I doubt not, be worthily exercised and enjoyed. May you long and happily find a home in that dwelling, surrounded

by those whom you love and by whom you are beloved. The second of these keys opens to you the door, the control, the prosperity of our Preparatory School, the nursery of our College, within whose walls are to be trained and disciplined the younger pupils confided to your oversight. Then comes the key of the College proper, wherein our ingenuous youth are to be prepared for admission to studies and schools more strictly professional-which schools and studies are opened to your authority and care by these three other keys—the keys to our Departments of Law, Medicine and Theology. Receive these all, sir, as tokens of our confidence in you, as emblems of your authority, and as symbols of your duty. With them open and occupy all those Departments of our beloved College; and while with them you thus take possession of these abodes of learning, may you, in the exercise of the powers which they represent, open the hearts, and possess the minds, and form the lifelong habits, of more than one generation of loving and deserving disciples.

We give you now these six keys alone. But ere long we expect to increase their number so as to represent every department of learning needful to the formation of a University as broad in its endowments, in its plans of instruction and its field of duty, as the wants of the great people in whose centre and Capital it will be placed. We hope—we purpose—so to enlarge this College that within its walls shall be studied all arts, all sciences, all literatures, all professions, occupations, and callings which the ambitious youth of our glorious Union may desire to study or pursue; that here, in an institution worthy of the great Capital of a great nation, may be taught and learned whatever develops and adorns the mind and soul of man.

Such is the determination of the Trustees, who have

chosen you to administer this College of the present, this University of the future. We know that you fully sympathize and concur in this plan and purpose, and that you believe with us that such a future is a not distant possibility. So thinks our venerable and beloved head! Nor will you or I, or any of us, forget the pleasant, prophetic light which beamed from his eyes on a recent occasion, when, after conference with us upon this glowing theme, he exclaimed: "Gentlemen, it depends upon us whether this great scheme be carried into full execution!"

LADIES AND GENTLEMEN, I now have the pleasure of introducing to you JAMES C. WELLING, LL. D., President of the Columbian College, who will deliver his inaugural address.

INAUGURAL DISCOURSE

OF

PRESIDENT WELLING.

THE FUNDAMENTAL ELEMENTS OF INTELLECTUAL EDUCATION.

The subject of Education offers a theme for discussion at once the most easy and most difficult: the most easy if we content ourselves with the rehearsal of common places on the topic, such as are universally received among men; and the most difficult if we undertake to propound a theory of education which shall be in all respects true without being trite, or novel without being in some respects unsound. Education is a subject on which men have been thinking and writing from the very dawn of intellectual activity in the race, and yet it is a subject on which men. widely differ, even at the present day, in regard to both the processes and the objects of that higher training which looks to the best attainable good of the human mind. diversity of credence and practice springs, in a great degree, from the fact that all Education is partly an Art and partly a Science; so much an art that it must ever depend on the varying skill of different teachers, and on the varying aptitudes of different learners, but, at the same time, so much a science that all forms of education, having regard to any specific end, cannot be equally good, and, among the various competing theories of mental culture, there must be one which, on a consideration of all the elements involved in the problem, we can adjudge to be the best that the wit of man has thus far been able to devise. For, however the

elements of the problem may differ, according to the capabilities of the teacher, the capacity of the scholar, the ends which the scholar proposes to himself, and the general wants of society in any given age, there must still be a scheme of education which, "smoothed, and squared, and fitted to its place," shall be more wise and more expedient than any other—a scheme in which the applied art of education shall be based on such scientific foundations as the nature of the case may admit.

Accepting the theme thus suggested to me by the proprieties and formalities of this occasion, I have, in the first place, to inquire what is the object which we should set before us in determining the elements of higher academic learning. For with the lower stages of juvenile culture we are not directly concerned to-night, and, as to them, there is not so much room for difference among educators. According to the terms of the problem proposed by higher education, we are called, as I conceive, not to discuss the special adaptation of specific educational studies designed to meet the requirements of any particular vocation in industrial or professional life, but to investigate the fundamental elements of that more liberal and generous culture which looks to the symmetrical development of the whole man in all his powers and capacities. And as this is the object of higher academic education, it necessarily follows that any system of such education must be defective if it omits from its purview any one of those essential studies by which the human race has been advanced to its present civil, social, intellectual, moral, and religious status. As in ancient Egypt men were able, it is said, by the graduated scales of the Nilometer, not only to measure the depth of the fertilizing waters that covered the land but also to predict the extent of the coming harvest, so from the standard of educa-

tion in any age we may not only gauge the degree in which it rises to the wants of the present time, but may also forecast the destiny it prefigures to the coming generation. stitutions of higher learning are founded among men to perpetuate and to transmit the existing stock of knowledge in all those departments which conduce to the intellectual progress of our race. Failing in this end, whether from a defect in the methods or means of education, they visibly fall below the standard erected for them in the requirements of the living age. But they do not subserve all the ends of their creation by achieving this purpose alone. It is not enough for educators, in the higher walks of their art, to preserve and propagate the elements of didactic knowledge, but they are bound so to impart these elements in all their fulness and vitalizing power, as to create the conditions of a growing advancement in learning and civilization. To accomplish these great objects the teacher must have equal regard to the number and quality of the subjects taught, and to the method, and order, and spirit of his instructions. "Teachers," says Bacon, "are not ordained for transitory uses, but for the progression of the sciences—ad sufficiendam sobolem scientiæ in sæcula '' No university, it is true, even in all its Faculties, can teach, as Sir William Hamilton has said, the omne scibile, but a university can comprise in its curriculum such "a compend of the past thought and cultivation of the race" as shall be reduced to the shape and dimension best fitted to be taken in by the minds of the present generation, and therefore best fitted to promote the growth of culture.

It was from a disregard of this latter educational requirement that the progress of mental culture was arrested in Greece so soon as the pedagogues, who succeeded the age of original inquiry, contented themselves simply with the exist-

ing state of knowledge, instead of so learning it themselves, and so teaching it to their pupils as to propagate, with knowledge, the love of it, and thus to stimulate and direct that spirit of inquiry which leads to never-ending conquests in the world of Thought and of Nature. And so, too, during the Middle Ages, knowledge came to a stand-still in Europe, not from any torpor of the mental faculties among the School-men, for never were men more laborious and more acute than they; but because their mental activity revolved in the verbal philosophy of Aristotle as if in a treadmill, and was not suffered to go beyond the tether of that professorial and didactic discipline which bound it to the Past, as if the Past had contained in itself the be-all and the end-all of human philosophy. They failed to see in the successive stages of human history the stepping-stones of an everadvancing progress. Under such a theory science degenerates into a mere logomachy, and literature dwindled into a dry and formal rhetoric. Education was still conducted in the Trivium and Quadrivium of the Cathedral and Cloistral schools with a vast expenditure of logical apparatus brought to bear on topics which lacked the quality of real truth, and which, from defects both of substance and form, failed to afford either the basis or the instruments of a higher intellectual proficiency. The world was then not indeed without its Doctors, "divine" and "transcendental" and "irrefragable;" but from Peter Lombard, its famous Magister Sententiarum Sapientum, to John of Occam, its redoubtable Doctor invincibilis, singularis et venerabilis, it was without teachers who rightly apprehended either the elements or the methods of that true intellectual culture which teaches men not only what to know but also how to learn. It is only in so far as the Occidental Nations have made learning

reproductive and progressive that "fifty years of Europe" are, as Tennyson tells us, better than "a cycle of Cathay."

But even when it is said that higher academic education must at least aim to transmit the existing sum of knowledge unimpaired, we have, by necessary implication, defined, in a measure, the methods and means of university culture, for it is obvious that the essential factors of that knowledge which constitutes the mental wealth of the present age must enter into the constitution of any scheme of studies designed to impart the higher education in its complete-The education of the individual, as that of the race, may be said, indeed, to depend, in the most comprehensive sense of the word, on all those complex influences of the past and present which have combined to determine the resultant intellectual state of humanity. The Present is what the Past has made it, and bears in its bosom the germs of the Future. But, confining our view, as we do on this occasion, to a general survey of the fundamental elements which enter into the present constitution of human knowledge, we may say, with Bacon, that out of the five-andtwenty centuries over which the memory and learning of men extend, we can hardly pick out six that were fertile in sciences or favorable to their development. Speaking from the point of view reached in his day, he adds:

"Only three revolutions and periods of learning can be properly reckoned—one among the Greeks, the second among the Romans, and the last among us; that is to say, the nations of Western Europe."

In a still wider survey of human progress on the line of man's intellectual education, it may be said that three great civilizing nations have mainly determined the quality and the range of those studies which lay the basis of modern intellectual life and culture. We derive from the Hebrews the rudiments of that knowledge which ascertains the relations of man to God, and which lays in Divine Theology the foundations of both theoretical and practical ethics. Of this education, the Family and the Christian Church are at once the peculiar guardians and the most efficient agents. But no scheme of university education can, even on intellectual grounds, ignore the Wisdom (that cometh from above, and which is profitable to direct in all things. The college which does not write Jehovah-Nissi on its banners has already written Ichabod on its door-posts.

And as the elements of our religious culture have been mainly transmitted to us by the chosen people of God, so the elements of our intellectual and political education have been primarily derived from the Greeks and Romans. It is the Greeks and the Romans who have been the federal representatives of humanity in all that pertains to the original institutes of secular learning, literature, art, and polity—the great elements which have mainly combined to make our intellectual condition what it is to-day.

Now, if it be true that a liberal education "consists in sharing in the best influences of the progressive intellectual refinement of man;" if the present age is not independent of the ages that have preceded it; but if the days of the race, as of the individual, are bound each to each by a sort of natural piety, it needs no elaborate argument to vindicate the place which the Grecian and the Roman languages and literatures must hold in any course of studies designed to furnish the basis of an integral education of the intellect.

When Dr. Arnold, the honored Master of Rugby School, in England, first caught a view of Rome, as he drew near to that "City of the soul," on the occasion of his visit to Italy, in the year 1840, he exclaimed: "Of earthly sights, this is the third—Athens and Jerusalem are the other

two—the three peoples of God's election, two for things temporal and one for things eternal." As the thunders of Sinai still peal through the innermost recesses of man's spiritual nature, so from the Acropolis of Athens we still catch, as it echoes down the "corridors of Time," the reverberation of that resistless eloquence which once "fulmined over Greece," while in Roman polity and in Roman literature we still find the traditions of a civilization which has become part and parcel of modern times.

But it is argued by some that for this very reason, because the modern civilization has absorbed the best elements of Greek and Roman life, we may omit the cultivation of Greek and Roman letters in order to devote the more attention to the modern literatures of Italy, or France, or Spain, or Germany, with which we stand in more direct and immediate relations.

In reply to this allegation, I have only to say that when I am referred to the case of any scholar who, after mastering the tongues, and familiarizing himself with the literatures of modern Europe, for purposes of mental culture, has been content to turn away from the great original fountains of culture in Greece and Rome, it will be time enough to reconsider my estimate of the place and value traditionally assigned to the ancient classics. Shall we put the study of the German in the place of the Greek? But we find Schiller, as he says, delightedly walking under the intellectual sky of Greece, that he might learn how to purify the strains of his German muse. Shall we put the Italian in the place of the Roman tongue? But we find Dante in his great poem referring to Aristotle as il maestro di color che sanno, and turning a reverential eye to Virgil as to the source from which he derived the beautiful style that has done him honor and immortalized the Divina Commedia.

Some years ago, when the subject of education was under discussion in the French Chamber of Deputies, M. Arago, then a member of that body, is represented to have held the following language:

"I ask for classical studies. I require them. I deem them indispensable. But I do not think that they must necessarily be in Greek and Latin. I wish that in certain schools these studies should be superseded, at the pleasure of the municipal authorities, by a thorough study of our own tongue. I wish that in every college it might be permitted to put in the place of Greek and Latin the study of some living tongue. I require even that the language thus substituted may be different according to the situation of the place—that at Perpignan and at Bayonne, for instance, it may be Spanish, at Havre the English, at Besançon the German."

I entirely concur in this view of the French physical philosopher wherever the object of education is partial and not integral—aiming at professional or artisan dexterity as a means of livelihood, rather than to perfect the whole man by the full, harmonious, and thorough development of his capacities. If it be the mission of the French college, in the idea of Arago, to equip the stores of Perpignan and Bayonne, of Havre and Besançon, with fluent corresponding clerks and despatchful commissionaires, it cannot be doubted that he has suggested the most expeditious means of reaching that object. But it has been commonly supposed that University education aims at something higher than this. It proposes to develop the whole man that he may, in the truest sense of the term, be an end to himself, and not to the end that he may excel in any single manipulation of handicraft life. This minor and special education has, indeed, its uses, and for the great mass of mankind it is the only form of education which can be adjusted either to their condition or the wants of society; but it is not the

education which will keep the great channels of thought and culture open to the influx of that mighty current which has thus far borne our race to higher and still higher levels in the world of science and in civilization. They who would take the tide of modern civilization at its flood in Germany or France, but who, at the same time, would dam up the stream of knowledge as it has descended to us from Greece and Rome, propose to themselves a problem no more sensible than that of the engineer who should think to improve the navigation of the Mississippi river below New Orleans by cutting off its affluents, the Ohio and the Missouri.

While I thus advocate the right of the ancient classical tongues to retain their hereditary place in intellectual education; and while I assert for them, considered as instruments of education, an advantage over the study of modern languages, I would not have it supposed that I am indifferent to the just claims of the latter, and especially would I guard against the presumption that I am indifferent to the scholarly culture of our own noble language, and of that peerless literature which we inherit as a birth-right. I advocate the study of the ancient classics because I believe them indispensable to the thorough study and scholarly appreciation of any modern language, or of any modern literature, not excepting our own.

If, then, on historical and logical grounds, as well as from considerations of scholastic discipline and utility, we must claim for classical learning a necessary place in any scheme of university education, it is equally easy to establish the right of the higher mathematics to be included in any such scheme. Mathematical studies were an integral element, if not, as some maintain, the starting-point of that intellectual reformation which dates from the time of Plato. And men have curiously speculated what the Greek

civilization might have become if the Greek education had continued to be essentially mathematical, as it was in the days of Plato. It was not until this education had declined that the ancient astronomy became entangled in a cumbrous apparatus of fixed and crystalline spheres,

"With centric and eccentric scribbled o'er, Cycle in epicycle, orb in orb:"—

a system incapable of reduction to any form of geometrical analysis, and which, therefore, failed to afford the conditions of scientific progress, or to substantiate itself to the reason of men. It is because Numbers, and Form, and Motion in periodic times are the *principia* of the universe that the "Principia" of Newton can never perish from the memory of man. Whether regarded as a means of discipline or as an instrument of scientific research, the higher mathematics must ever assert their appointed place in any theory of education which proposes either to strengthen the reason of man or to explicate the phenomena of the universe.

If it be, as I have argued, the function of a University not only to embody and perpetuate the existing store of human knowledge, but also to consult for "the progression of the Sciences," it necessarily follows that the sciences based on physical research must occupy a prominent place in any system of modern intellectual education. Considered apart from the modifying force of Christianity, our Modern Age differs from that of Greece and Rome mainly by virtue of those positive sciences which have shed such a surpassing lustre on every path of modern life and on every walk of modern art. And these sciences, more than any others, contain in themselves the conditions and the presage of a neverending advancement. Here are the fountains of a knowledge which wells up from the very bosom of Nature. Here

are the rudiments of that "potential physics" which enables the finite mind of man to re-think the thought of God in creation, as, step by step, we retrace the presence and working of that Law whose "seat is in His bosom, and whose voice is the harmony of the World." The Dervise of Balsora, in the Arabian tale, gave to Baba Abdalla a precious ointment that opened the eyes on which it was laid to behold all the riches hidden in the earth; but infinitely more precious is the eye-salve of Positive Science, which not only opens our eyes to behold the riches of the earth, but purges our intellectual vision, that it may read the works of God by the light of reason, and no longer by the shadows they cast in passing before the senses of man.

If it be a ground of just wonder that the devotees of classical culture should have once denied to the physical sciences their legitimate place in any scheme of university education it remains none the less a duty to resist the pretensions of those who would assign to these sciences a too exclusive position in the scholastic curriculum. Yet Mr. Herbert Spencer, in considering the question, "What knowledge is of most worth?" has not scrupled to say that the study of science (meaning physical science) "is the best preparation for every order of human activity."

Now, it cannot be doubted that an exclusive devotion to the physical sciences must wreak itself in a practical paralysis or distorted growth of those faculties which, under such a training, are left to pine without cultivation. We hold with Sir William Hamilton, that "a knowledge drawn too exclusively from without is not only imperfect in itself, but makes its votaries fatalists, materialists, pantheists: if they dare to think, it is the dogmatism of despair." And hence it is that the great founder of the so-called Positive Philosophy in France, M. Comte, has ventured to say that

in his eyes "the heavens declare no other glory than that of Hipparchus, of Kepler, of Newton, and of all the rest who have helped to establish the laws of celestial phenomena." Such was the blindness of this great thinker as he sat enthroned amid the blazing hierarchy of the sciences, while to the ears of even a heathen philosopher of the fourth century before Christ the planets rolled in their orbits with a rhythmic music which attested the master hand of the Divine Harmonist who first set the notes of their grand diapason; for the eyes of Plato were opened to see that the starry heavens, resplendent as they are with a beauty that surpasses "the beauty of figures wrought by the hand of Dædalus," were set before the mind of man to serve as "the patterns of knowledge," and not to feed the vanity of stareyed Science.

It is in view of the extravagances which result from the perversion of the physical sciences when thus misdirected in their aims, and exaggerated in the aspirations of their votaries, that we may next propound another kind of studies which constitute a necessary part of intellectual education, as they also furnish a corrective to the aberrations of a philosophy which moves exclusively in matter and in the phenomena of necessary law. I allude to speculative philosophy, as well in its ontological as in its psychological departments -a study which, at its very outset, as a modern writer has remarked, calls up the great questions that pertain to the foundations of our knowledge, with the possibility of absolute truth, the limits of the human intellect, the reality and the nature of the distinction between object and subject; that is, the relation between the macrocosm without us and the microcosm within us; and, at a higher point of inquiry, the relations of the Finite to the Infinite, of the mind of man to the mind of God. These tremendous questions will

not down at our bidding. They have haunted the minds of thinking men in all ages, and perpetually allure, as they perpetually baffle, the human understanding. No man can be called educated who remains ignorant of the attempts that have been made by the great philosophers of different ages from the dawn of speculation in Greece down to the present day, to furnish a solution, more or less satisfying, of these grand problems of human being and destiny. And this we must say, while freely admitting, with one who was the profoundest critic of all existing systems in philosophy, as he was also the profoundest speculative thinker of modern times, that "the past history of philosophy has been in a great measure a history only of variation and error." "If," as he argues, "it be right to philosophize, we must philosophize to realize the right; if to philosophize be wrong, we must philosophize to manifest the wrong; on either alternative, philosophize we must." The study of metaphysics cannot be sundered from the rational study even of physics. As Goethe tersely sings:

> Willst du ins Unendliche schreiten? Geh nur im Endlichen nach allen Seiten.

As in the farthest stretches of our vision the horizon of earth blends with and is lost in the ethereal blue of the sky, so our ultimate speculations on the smallest atom of matter or the vastest sphere in the stellar universe lead from the earthly horizon of the physical to the heavenly horizon of the metaphysical—from the realm of the Finite to the realm of the Infinite in Cause and Space and Time.

Nor is this study unpractical or alien to human history. The speculations of Plato enter as really into the intellectual and moral education of the human race as the poems of Homer or the books of Euclid or the Institutes of Justin-

ian. It was the speculative philosophers of Greece who exalted the language of Greece to be the vehicle of those great ethical truths which were deposited in the Hebrew mind by a long line of splendid miracles, and by the cumbrous media of types and shadows addressed to an unspiritual generation. It was because the philosophers of Greece had unconsciously filled an important place in the Providential education of our race, that Paul, the great Apostle of the Gentiles, could stand on Mars' Hill and preach to the Athenians, in their own native language, the wonderful works of God-a proclamation which, on the day of Pentecost, required for its full utterance the miraculous tongues of flame. It was thus that St. Augustine, the great expounder of dogmatic Christianity in his day, delighted to confess in Plato a teacher second only to the Teacher of Galilee, and it is thus that the philosophy of Aristotle has organized the thought of men for twenty centuries, and under two dispensations—the heathen and the Christian; for it was not till Bacon had written his Novum Organum that the sceptre was wrested from the hands of this intellectual monarch among the sons of men. At more than one period the Christian Schools, as Jeremy Taylor expresses it, "have drawn some of their articles through the limbecs of Plato's philosophy," while the colossal figure of the great Stagirite casts such a mighty shadow across the ages that, on historic grounds, if no other, we must study the nature and the bearings of Grecian speculation. And the later phases of modern inquiry, under this head, whether in France, or Germany, or Great Britain, or in our own country, must equally engage our attention if we are to scale the empyreal altitudes of thought, where "Alps on Alps arise."

If in Language and Literature, in Mathematics, in the

Physical Sciences, and in Speculative Philosophy, we find the great fundamental elements of intellectual education, it is easy to perceive, as no less the law of necessity than of nature, that this education must proceed from the simple to the complex, from the concrete to the abstract, from the empirical to the rational. I do not fear that the art of education will ever be so far divorced from the science of education as to leave much room for error in fixing the order and succession of the studies that look to the equable and symmetrical development of the mental powers. If, as Horace says, we cannot drive out nature with a fork, neither can we prick on nature by a fork into premature intellectual activity without soon discovering the source of our error by the mischiefs to which it leads.

I cannot concur, therefore, with Mr. Herbert Spencer, when, as an inference from the manifold ways in which our mental powers may be excited and cultivated, he concludes that our most advanced modes of teaching "are not right ones or nearly the right ones." This is the very "dogmatism of despair," and not an inference justified by either the history or philosophy of education. And he seems to have sufficiently answered himself on this point, when, in another place, he propounds the doctrine that "the education of the child must accord both in mode and arrangement with the education of mankind, considered historically; or, in other words, that the genesis of knowledge in the individual must follow the same course as the genesis of knowledge in the race." If, therefore, we would know the logical order of studies in any given curriculum, we have but to learn their chronological order in the evolution and development of human knowledge. History is here our teacher-teaching us what to learn and how to learn if we would stand on the shoulders of the generations who have gone before us.

And hence it is easy to see that the number and quality and arrangement of studies in an university course are not arbitrarily fixed by educators, but are the outgrowth of man's intellectual tendencies in the past, and the highest expression of his intellectual wants in the present, as they are the indispensable conditions of future intellectual progress. They are not arbitrary, because they follow and reproduce the chronological order of intellectual development in human history. And this is the order, by following which the student lives into the life of humanity, and reaches out his hand to that ideal man in whom Pascal personified the whole human race—"a man who never dies, and who learns perpetually." The golden lamp of history sheds its light along the track of the past ages that we may review the steps already trodden by the great intellectual masters of the race, and that we may resume in this generation the culture of all the generations that have yet appeared on the globe. Any general system of education which accomplishes less than this must lead to retrogression rather than to progress.

And it is this order of studies which best lends itself to the purposes of professional culture and to proficiency in any branch of technology. He who has been thoroughly grounded in the elements of intellectual education is fitted to approach the study of Law, or Medicine, or Theology, as from a "coigne of vantage" which gives him an incalculable superiority over one who is ignorant of the relation in which his profession stands to the affiliated branches of human learning and the existing intellectual status of humanity. True, we cannot expect, in the present stage of knowledges, to "drive all the sciences abreast," as Leibnitz was said to do in his day, but we can aspire to such an universality of study as shall reveal to us the cross-lights by

which the sciences reciprocally illustrate each other, bound as they are to one another by a certain tie of relationship which makes them members of an inseparable sisterhood, like that of which Tasso spoke—

—— Ch'in esser belle

Mostran disparita ma somigliente.

"No perfect discovery can be made," says Bacon, "on a flat or a level; neither is it possible to discover the more remote and deeper parts of any science, if you stand but upon the level of the same science, and ascend not to a higher science." And so, as he adds in another part of his treatise on the "Advancement of Learning," "if any man think philosophy and universality to be idle studies, he doth not consider that all professions are from thence served and supplied." And this he took to be the great cause that had hindered the progression of learning, "because the fundamental knowledges have been studied but in passage."

And it is in immediate connexion with this view of his that he deplored the segregation which resulted from the dedicating of foundations and dotations to single branches of "professory learning." The foundations of university education should be as broad as the realm of knowledge in the sciences and in the arts of civilized life. In laying these foundations, we must understand our epoch; and in building on them, we must look to the mark of our high calling.

The men who founded seats of learning in the past—the kings and queens and princes and prelates and statesmen, and the more than princely merchants who have thus immortalized their names—may be truly said to have "builded wiser than they knew." Eton College, on the banks of the Thames, was founded by Henry VI, "to endure in all future time," as the residence of "twenty-five poor scholars, who

were there to learn grammar, and also of twenty-five poor and infirm men, whose duty it should be there continually to pray for the King's health and welfare so long as he lived, and for his soul after he had departed this life." But what a long line of illustrious men among the temporal and spiritual rulers of England—statesmen, warriors, divines, scholars and poets—has gone forth from those old monastic walls since the year 1440, when they were first dedicated to "Blessid Marie of Etone beside Wyndsore." It is nearly five hundred years since the first serge-clad scholar was led to the feet of William of Wykeham at Winchester, and still with all the superadded lights of the nineteenth century—

"His seventy faithful boys, in these presumptuous days,

Learn the old truth, speak the old words, tread in the ancient ways;

Still for their daily orisons resounds the matin chime;

Still linked in boly brotherhood, St. Catherine's steep they climb;

Still to their Sabbath worship they troop by Wykeham's tomb—

Still in the summer twilight sing their sweet song of Home."

How has the name of Oxford been transfigured from glory to glory as, taking its original title from the cattle who here were wont to ford the shallows of the Isis, it has since become the very Mecca of British scholarship, to which the tribes of English youth repair from year to year! How has Cambridge lengthened her cords and strengthened her stakes since the year 1110, when Master Gislebert, with three other monks, hired a barn on the banks of Cam, in which to give public lectures! "Thus from this small source," as the chronicle has it, "from this small source, which has swollen into a great river, we now behold the city of God made glad, and all England rendered fruitful by many teachers and doctors issuing from Cambridge, as from a most holy paradise."

As there is no source of blessing so perennial as that of

those who open the well-heads of learning in a dry and thirsty land, so there is no form of beneficence which preserves and hallows the memory like that which calls on the successive generations of men to rise up and bless the founders and benefactors of our Colleges and Universities. It is thus that at Oxford and at Cambridge a round of stated days is set apart for the solemn and grateful commemoration of all in their annals quorum benefacta late patent, to quote the words of the Cambridge statutes under this head. By what else in his unfortunate history is Henry VI so favorably known as by the foundation of that College whose antique towers are to-day his best monument, as they "crown the watery glades" near the Royal Castle of England? "Nations, and thrones, and reverend laws," says Sir Roundell Palmer,

Have melted like a dream,
Yet Wykeham's works are green and fresh beside the crystal stream.

In the light that streams through the stained-glass windows of his Colleges at Winchester and at Oxford, towering monuments as they are to his large-hearted and clear-headed philanthropy, the world has actually forgotten that is was this same munificent prelate who rebuilt the Royal Castle of the British kings, erected the grand nave of Winchester Cathedral, repaired the highways of England, spanned her rivers with bridges of solid masonry, recovered the Hospital of St. Cross from the rapacity of its masters, paid the debts of insolvent prisoners, and maintained at his hospitable board a retinue of daily pensioners.

How the name of Sir Thomas Gresham, that "Flower of Merchants," as he was called in the days of Queen Elizabeth, still smells sweet, and blossoms in the dust—leaving behind him, in the College which first gave shelter to the

"Royal Society" of Newton and his associates, a fragrance and splendor which surpass all the Flowers of Chivalry that bloomed in the wide tract of the Middle Ages. And hence it was that the lovers and friends of the saintly Keble in England, after he had sung the "Christian Year," and been gathered to the seven-fold harpings of the Chantry in Heaven, could find no memorial so suited to keep his name forever green as that which they reared in the College but recently dedicated to his memory, and which they have placed in the galaxy of Oxford, where it shall forever shine like a star in the firmament. If what he loved to call "the Oxford moral tone" shall ever die out at that University, we may be sure it will die out last of all in Keble College.

That was a wise choice and a noble which the sturdy burghers of Leyden made, when, after their dauntless struggle against the power of Spain, they were, as a reward for their valor, left to choose between the gift of a university and immunity from taxation. They chose the former, and thereby enriched not only themselves, but their posterity to the latest generation. And not their posterity alone, for it was a Professor of the University of Leyden, who, as editor of the Leyden Nouvelles Extraordinaires* in 1780, turned that influential organ of European public opinion in favor of American Independence at a time when John Adams, our Minister in Holland, could gratefully appreciate the value of such a championship, and it was this same Professor who helped to mould the mind of John Quincy Adams, whose name we cannot mention to-night with other than the reverence due to one who filled the Curule Chair of the Republic, and who was no less illustrious for his scholarship than for his public services. In this presence, I need but recall

^{*} A copy of this periodical for a series of years, embracing the term of John Adams's residence in Holland, may be found in the Library of Congress.

the fact that this student of Leyden University, after he became President of the United States, was among the most steadfast friends, and in the hour of its greatest need, one of the most liberal benefactors of the Columbian College, to establish in his favor, and in favor of that University beyond the sea, an additional claim on our gratitude.

History tells us how the star of Prussia paled before the meteoric genius of Napoleon, and a scholarly tradition also records that when, in 1807, she had gained a nominal peace, the King sent for Fichte, the celebrated Professor and speculative philosopher, to consult with him as to the best means for restoring Prussian prestige and power. Fichte was true to his character as a philosopher and a professor. vised the King, if he wished to regenerate Prussia, to found a university which should make Berlin not only the political capital of his Kingdom, but the intellectual capital of Germany, and even of Europe. Such, it is said, were the origin and motive of the University of Berlin, and from this heart of Prussia, as from a deep and ever-gushing Geyser, what a copious stream of learning has flowed out not only to quicken that Kingdom, but to gladden the world! And today, if you would read the secret of Sadowa and of Sedan, you must search for it not in arsenals crammed with needleguns, but in universities and in public schools, which make Prussia the most enlightened, and therefore the most powerful nation of Europe.

Shall our College, with its fair beginnings, become a well-head of knowledge and of power throughout the land? How has Harvard College, from its small beginnings, grown into a great University? Let President Felton answer: "John Harvard's gift, and the contributions of successive friends of learning in the early times, followed by the Hollises, the Alfords, the McLeans, the Gores, the Eliots, the Phil-

lipses, the Lawrences, the Appletons, the Grays"—(time would fail to name all the "saints" of the Harvard calendar)-" have made the institution what it is to-day "-the foremost University in the land. Our College, from the mere felicity of its situation at this metropolitan centre, where society is broad, liberal, and cultured, has many advantages. The learning of the present day, it is important to remark, no longer courts the shades of the cloister, but walks abroad along the highways of empire. how, but a few weeks ago, the hand of Bismarck turned from protocols and papers of state to indite an autograph letter to a private citizen of Italy, the Count Trivulzio, begging, in behalf of Professor Mommsen, the loan of a few old Latin inscriptions which the Professor needed to clear up some disputed question in the Roman history he is writing, not for Prussian scholars alone, but for the whole literary world. There is nothing esoteric in the learning of our day. And what advantages are ours, both for gaining and diffusing the blessings of highest culture! For here, at our very doors, we have the Smithsonian Institution, perpetually working, under the guidance of its illustrious Secretary, on the boundaries of knowledge in all departments, thus literally fulfilling the will of its founder and exemplifying the highest function of a university, by increasing and diffusing knowledge among men. here is the National Library of Congress, with its well-filled alcoves, open alike to teachers and scholars for purposes of literary or scientific research; and here, for the study of Technology, are the accumulated fruits of American inventive genius stored in the Patent Office; and here, for the progressive scientific study of Astronomy, is the National Observatory; and here is that no less learned than useful school of practical geometers connected with the Coast

Survey; and here are the gardens which, under the keeping of the Agricultural Department, invite to the study of Botany, not in dry herbaria and in dryer tomes, but amid flowery walks through which Shenstone would have loved to ramble by the side of Linnæus or Hasselquist. And here, for the student of Law, are the highest seats of our American Themis, as here, for the votaries of the healing art, are the priceless treasures of the Medical Museum, without any rival in the world among institutions of its kind; and here, by the munificence of him who stands at the head of the governing Board of our College, is the Corcoran Gallery of the Fine Arts, to keep alive the love of beauty in the soul of man.

God grant that the day may not be far distant when our College, already a University in embryo, may be able, by the munificence of its endowments, and therefore by the range of its studies, to take advantage of all these singular opportunities for promoting true culture in all its departments. "Learning," says a modern educator, "may be got from books, but not culture. This latter is a more living process, and requires that the student shall at times close his book, leave his solitary room, and mingle with his fellow-men." Where can he do this so well and so profitably as here, in this Capital of the Nation-here, where, as Bacon desiderated, we have "straitly conjoined" the conditions both of contemplation and action-"a conjunction like unto that of the two highest planets-Saturn, the planet of rest and contemplation, and Jupiter, the planet of civil society and action?" When our University, from these high places of the land shall send her quickening beams throughout the length and breadth of the nation, we shall have realized equally the prayers of its pious founders and the patriotic aspirations of Washington and Jefferson, of Madison and Monroe, as of their illustrious compeers—but not till then. As they labored and prayed for a National University at the seat of the National Government, so to this same end let us labor and pray in our generation, that we may build worthily and wisely and munificently on the foundations laid by the Fathers. And thus, perhaps, in this the fiftieth year of our academic history, the chime of the next Christmas bells shall sweetly blend with the trumpets of our Jubilee.

